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ABSTRACT

This report presents highlights of the National Assessment of Educational Progress 2003 reading assessment. It describes assessment content and presents assessment results as average scale scores and as percentages of students scoring at or above achievement levels, at grades 4 and 8, for the nation and participating states and jurisdictions. It also presents performance results for selected subgroups of the samples. Major findings are: (1) no significant change was detected between 2002 and 2003 in the average score for fourth-graders; (2) the average fourth-grade score in 2003 was not found to differ significantly from that in 1992; (3) the average reading score for eighth-graders decreased by one point between 2002 and 2003; however, (4) the score in 2003 was higher than that in 1992. Sample reading assessment questions and responses, technical notes, and additional data tables are attached. (RS)

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The Nation's Report Card: Reading Highlights, 2003.

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NCES
National Center for Education Statistics

National Assessment of Educational Progress

The Nation's Report Card

Reading Highlights 2003

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Important Indicator of Educational Progress

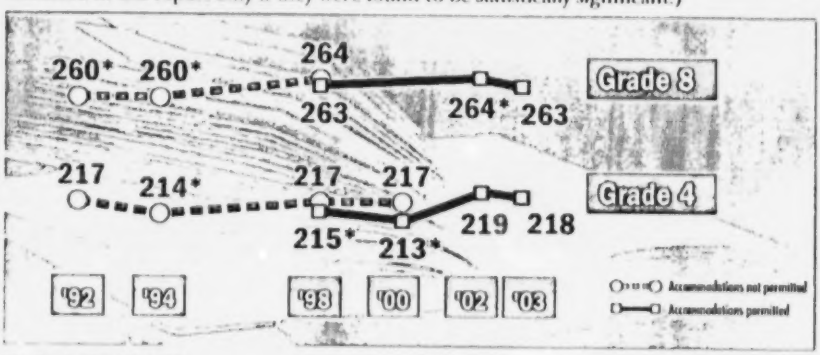
Since 1969 the National Assessment of Educational Progress (NAEP) has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2003, NAEP conducted a national and state assessment in reading at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education, and is overseen by the National Assessment Governing Board (NAGB).

Average Fourth- and Eighth-Grade Reading Scores Show Little Change

No significant change was detected between 2002 and 2003 in the average score for fourth-graders. The average fourth-grade score in 2003 was not found to differ significantly from that in 1992. The average reading score for eighth-graders decreased by 1 point between 2002 and 2003; however, the score in 2003 was higher than that in 1992. (Differences are discussed in this report only if they were found to be statistically significant.)



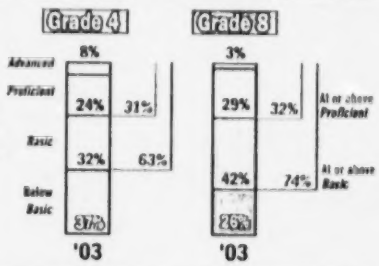
*Significantly different from 2003.

NOTE: Average reading scores are reported on a 0-500 scale. Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998, 2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

How well did students perform in 2003?

The figures to the right show that 31 percent of fourth-graders and 32 percent of eighth-graders performed at or above the *Proficient* level in 2003. The percentage of students performing at or above the *Basic* level in 2003 was 63 percent at grade 4 and 74 percent at grade 8.



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Background Information

Average test scores have a standard error—a range of up to a few points above or below the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant; therefore, not all apparent differences may be found to be statistically significant. All the differences discussed in this report were tested for statistical significance at the .05 level.

Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. In keeping with past practice, all statistically significant differences are indicated in the current report.

The results presented in the figures and tables throughout this report distinguish between two different reporting samples that reflect a change in administration procedures. The more recent results are based on administration procedures in which testing accommodations (e.g., extended time, small group testing) were permitted for students with disabilities and limited-English-proficient students. Accommodations were not permitted in 1992 or 1994. Comparisons between results from 2003 and those from assessment years in which both types of administration procedures were used (in 1998 and 2000 at grade 4 and in 1998 at grade 8) are discussed based on the results when accommodations were permitted, even though significant differences in results when accommodations were not permitted may be noted in the figures and tables.

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Achievement Levels Provide Standards for Student Performance

Achievement levels are performance standards set by NAGB to provide a context for interpreting student performance on NAEP. These performance standards, based on recommendations from broadly representative panels of educators and members of the public, are used to report what students should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels of performance in each subject area and at each grade assessed.

Detailed descriptions of the NAEP reading achievement levels can be found on the NAGB web site (http://www.nagb.org/pubs/pubs.html).

The minimum scale scores for achievement levels are as follows:

	Grade 4	Grade 8
Basic	208	243
Proficient	238	281
Advanced	268	323

As provided by law, NCES, upon review of a congressionally mandated evaluation of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted and used with caution.

However, both NCES and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials.

Higher Percentages of Fourth- and Eighth-Graders Performed at or Above *Proficient* in 2003 Compared to 1992

The percentages of students performing at or above the *Proficient* level were higher in 2003 than in 1992 at both grades 4 and 8. No significant change was detected in the percentage of fourth-graders at or above *Basic* from 2002 to 2003, and the percentage of fourth-graders at or above *Basic* in 2003 was not found to differ significantly from that in 1992. The percentage of eighth-graders at or above *Basic* decreased by 1 point between 2002 and 2003, but was higher in 2003 than in 1992.

Percentages of students, by reading achievement level, grades 4 and 8: 1992–2003

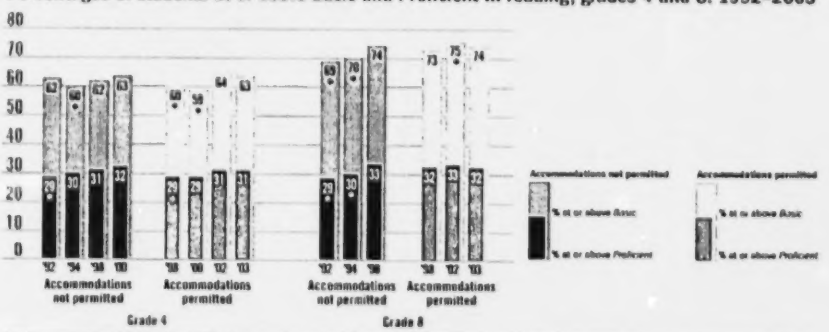
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Grade 4					
Accommodations not permitted	1992	38	62	29 *	6
	1994	40 *	60 *	30	7
	1998	38	62	31	7
	2000	37	63	32	8
Accommodations permitted	1998	40 *	60 *	29 *	7
	2000	41 *	59 *	29	7
	2002	36	64	31	7 *
	2003	37	63	31	8
Grade 8					
Accommodations not permitted	1992	31 *	69 *	29 *	3
	1994	30 *	70 *	30 *	3
	1998	26	74	33	3
Accommodations permitted	1998	27	73	32	3
	2002	25 *	75 *	33	3
	2003	26	74	32	3

*Significantly different from 2003.

NOTE: Detail may not sum to totals because of rounding. Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Percentages of students at or above *Basic* and *Proficient* in reading, grades 4 and 8: 1992–2003



*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Achievement Levels

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

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Trends in Percentiles Differ by Grade Level

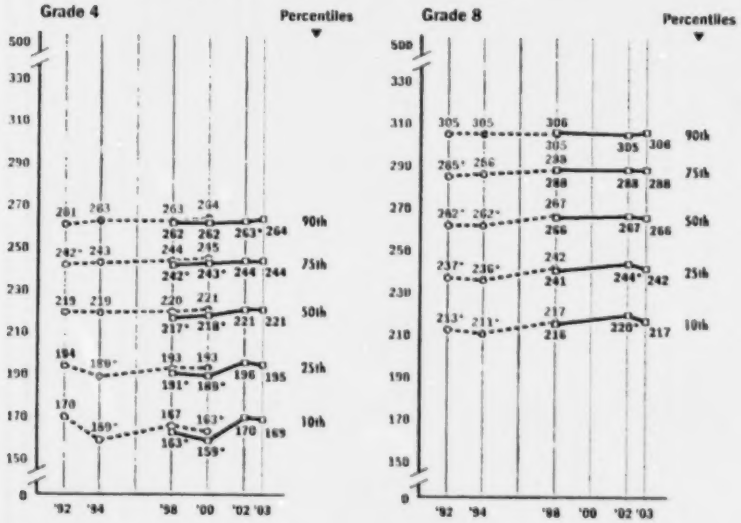
Looking at changes in scores for students at lower-, middle-, and higher-performance levels gives a more complete picture of student progress. An examination of scores at different percentiles on the 0–500 reading scale at each grade indicates whether or not the changes seen in the national average score results are reflected in the performance of lower-, middle-, and higher-performing students.

The percentile indicates the percentage of students whose scores fell below a particular score. For example, 25 percent of assessed students' scores fell below the 25th percentile score and 75 percent fell below the 75th percentile score.

There was a 1 point increase in the fourth-grade reading score at the 90th percentile between 2002 and 2003, and the score in 2003 was not found to be significantly different from that in 1992. The score at the 75th percentile for fourth-graders showed no significant change since 2002, but was higher in 2003 than in 1992.

There were decreases in eighth-grade scores at the 10th and 25th percentiles from 2002 to 2003. Scores at the 10th, 25th, 50th, and 75th percentiles were higher in 2003 than in 1992.

Reading scale score percentiles, grades 4 and 8: 1992–2003



Accommodations not permitted

Accommodations permitted

*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

NAEP 2003 Reading Assessment Design

Assessment Framework

The NAEP reading framework, which defines the content for the 1992–2003 assessments, was developed through a comprehensive national consultative process and adopted by NAGB.

The reading framework is organized along two dimensions, the *context* for reading and the *aspect* of reading. The context dimension is divided into three areas that characterize the purposes for reading: reading for literary experience, reading for information, and reading to perform a task. All three contexts are assessed at grade 8, but reading to perform a task is not assessed at grade 4. The aspects of reading, which define the types of comprehension questions used in the assessments, include forming a general understanding, developing interpretation, making reader/text connections, and examining content and structure. Each student read one or two passages and responded to approximately 10 questions in 25 minutes. The sample questions on pages 16–19 illustrate how the assessment measures the contexts and aspects of reading described in the NAEP reading framework.

The complete framework is available on the NAGB web site (http://www.nagb.org/pubs/pubs.html).

Student Samples

Results from the 2003 reading assessment are reported for the nation and states at grades 4 and 8. The national results are based on a representative sample of students in both public schools and nonpublic schools, while the state results are based only on public-school students.

Accommodations

It is NAEP's intent to assess all selected students from the target population. Before 1998, no testing accommodations were provided to students with disabilities and limited-English-proficient students who participated in the NAEP reading assessments. In 1998 and 2000 (at fourth grade only), NAEP was administered to two reporting samples—"accommodations not permitted" and "accommodations permitted." Beginning in 2002, the NAEP reading assessment adopted the new "accommodations permitted" procedure as its only administration procedure, and thus had only one reporting sample as in reading assessment years prior to 1998.

Because the representativeness of samples is ultimately a validity issue, NCES has commissioned studies of the impact of assessment accommodations on overall scores. One paper that explores the impact of two possible scenarios on NAEP is available on the NAEP web site (http://www.nces.ed.gov/nationsreportcard/pdf/main2002/statmeth.pdf).

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How States Performed in Reading

In addition to national results, the 2003 reading assessment collected performance data for fourth- and eighth-graders who attended public schools in states and other jurisdictions that participated. In 2003, all 50 states and 3 other jurisdictions participated at grades 4 and 8.

State Average Score Results

Tables 1 and 2 present average reading score results for fourth- and eighth-graders, respectively. Among the 46 states and jurisdictions that participated in both the 2002 and 2003 fourth-grade assessments, 1 showed an increase in the average reading score and 1 showed a decrease. Of the 42 states and jurisdictions that participated in both the 1992 and 2003 fourth-grade assessments, 13 showed increases and 5 showed declines in average scores.

Table 1. Average reading scale scores, grade 4 public schools: By state, 1992–2003

	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Nation (public)[1]	215	212 *	215	213 *	217	216
Alabama	207	208	211	211	207	207
Alaska	–	–	–	–	–	212
Arizona	209	206	207	206	205	209
Arkansas	211	209 *,**	209 *	209 *	213	214
California	202	197 *,**	202	202	206	206
Colorado	217 *,**	213 *,**	222	220	–	224
Connecticut	222 *,**	222 *,**	232	230	229	228
Delaware	213 *,**	206 *,**	212 *,**	207 *,**	224	224
Florida	208 *,**	205 *,**	207 *,**	206 *,**	214 *	218
Georgia	212	207 *,**	210	209 *,**	215	214
Hawaii	203 *	201 *,**	200 *,**	200 *,**	208	208
Idaho	219	–	–	–	220	218
Illinois	–	–	–	–	–	216
Indiana	221	220		–	222	220
Iowa	225	223	22[illegible]	220	223	223
Kansas	–	–	222	221	222	220
Kentucky	213 *,**	212 *,**	218	218	219	219
Louisiana	204	197 *,**	204	200 *	207	205
Maine	227 *	228 *,**	225	225	225	224
Maryland	211 *,**	210 *,**	215	212 *,**	217	219
Massachusetts	226	223 *,**	225	223 *,**	234 *,**	228
Michigan	216	–	217	216	219	219
Minnesota	221	218 *,**	222	219	225	223
Mississippi	199 *,**	202	204	203	203	205
Missouri	220	217 *,**	216 *,**	216 *,**	220	222
Montana	–	222	226	225	224	223
Nebraska	221	220	–	–	222	221
Nevada	–	–	208	206	209	207
New Hampshire	228	223 *,**	226	226	–	228
New Jersey	223	219 *,**	–	–	–	225
New Mexico	211 *,**	205	206	205	208	203
New York	215 *,**	212 *,**	216 *,**	215 *,**	222	222
North Carolina	212 *,**	214 *,**	217 *	213 *,**	222	221
North Dakota	226 *,**	225 *,**	–	–	224	222
Ohio	217 *,**	–	–	–	222	222
Oklahoma	220 *,**	–	220 *,**	219 *,**	213	214
Oregon	–	–	214	212 *,**	220	218
Pennsylvania	221	215	–	–	221	219
Rhode Island	217	220	218	218	220	216
South Carolina	210 *,**	203 *,**	210 *	209 *,**	214	215
South Dakota	–	–	–	–	–	222
Tennessee	212	213	212	212	214	212
Texas	213	212	217	214	217	215
Utah	220	217	215 *	216	222	219
Vermont	–	–	–	–	227	226
Virginia	221	213 *,**	218 *	217 *,**	225	223
Washington	–	213 *,**	217 *	218	224	221
West Virginia	216 *	213 *,**	216	216	219	219
Wisconsin	224 *	224 *,**	224 *	222	–	221
Wyoming	223	221	219	218 *	221	222
Other jurisdictions						
District of Columbia	188	179 *,**	182 *,**	179 *,**	191	188
DDESS[2]	–	–	220 *	219 *	225	223
DoDDS[3]	–	218 *,**	223	221 *,**	224	225

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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At grade 8, of 44 states and jurisdictions that participated in both 2002 and 2003, 1 showed a gain and 6 showed declines in average scores. Of the 39 states and jurisdictions that participated in both 1998 (when accommodations were permitted) and 2003, 8 showed increases and 7 showed declines in average scores.

Table 2. Average reading scale scores, grade 8 public schools: By state, 1998–2003

	Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003
Nation (public)[1]	261	261	263 *	261
Alabama	255	255	253	253
Alaska	–	–	–	256
Arizona	261 *,**	260 *,**	257	255
Arkansas	256	256	260	258
California	253	252	250	251
Colorado	264 *	264 *	–	268
Connecticut	272 *,**	270 *	267	267
Delaware	256 *,**	254 *,**	267 *	265
Florida	253	255	261	257
Georgia	257	257	258	258
Hawaii	250	249	252	251
Idaho	–	–	266	264
Illinois	–	–	–	266
Indiana	–	–	265	265
Iowa	–	–	–	268
Kansas	268	268	269	266
Kentucky	262 *	262 *	265	266
Louisiana	252	252	256	253
Maine	273 *,**	271 *	270	268
Maryland	262	261	263	262
Massachusetts	269 *	269 *	271	273
Michigan	–	–	265	264
Minnesota	267	265	–	268
Mississippi	251 *	251	255	255
Missouri	263 *,**	262 *,**	268	267
Montana	270	271	270	270
Nebraska	–	–	270 *	266
Nevada	257 *,**	258 *,**	251	252
New Hampshire	–	–	–	271
New Jersey	–	–	–	268
New Mexico	258 *,**	258 *,**	254	252
New York	266	265	264	265
North Carolina	264	262	265 *	262
North Dakota	–	–	268	270
Ohio	–	–	268	267
Oklahoma	265 *	265 *	262	262
Oregon	266	266	268 *	264
Pennsylvania	–	–	265	264
Rhode Island	262	264 *,**	262	261
South Carolina	255	255 *	258	258
South Dakota	–	–	–	270
Tennessee	259	258	260	258
Texas	262	261	262	259
Utah	265	263	263	264
Vermont	–	–	272	271
Virginia	266	266	269	268
Washington	265	264	268 *	264
West Virginia	262	262	264 *	260
Wisconsin	266	265	–	266
Wyoming	262 *,**	263 *,**	265 *	267
Other jurisdictions				
District of Columbia	236	236	240	239
DDESS[2]	269	268	272	269
DoDDS[3]	269 *,**	269 *,**	273	273

– Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English proficient students in the NAEP samples. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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State vs. Nation Comparisons

Figures 1 and 2 show how the performance of students in participating states and jurisdictions compares to the performance of students in the national public-school sample.

In 2003, 28 of the 53 states and other jurisdictions that participated at grade 4 had average scores that were higher than the national average, 11 had scores that were not found to differ significantly from the national average, and 14 had average scores that were lower than the average score for the nation.

Of the 53 states and other jurisdictions that participated in 2003 at grade 8, 31 had average scores that were higher than the national average, 6 had average scores that were not found to differ significantly from the national average, and 16 had average scores that were lower than the national average score.

Figure 1. Comparison of state and national public school average reading scores, grade 4: 2003

Figure 2. Comparison of state and national public school average reading scores, grade 8: 2003

State/jurisdiction had higher average scale score than nation.
State/jurisdiction was not found to be significantly different from nation in average scale score.
State/jurisdiction had lower average scale score than nation.

¹Department of Defense Domestic Dependent Elementary and Secondary Schools.

²Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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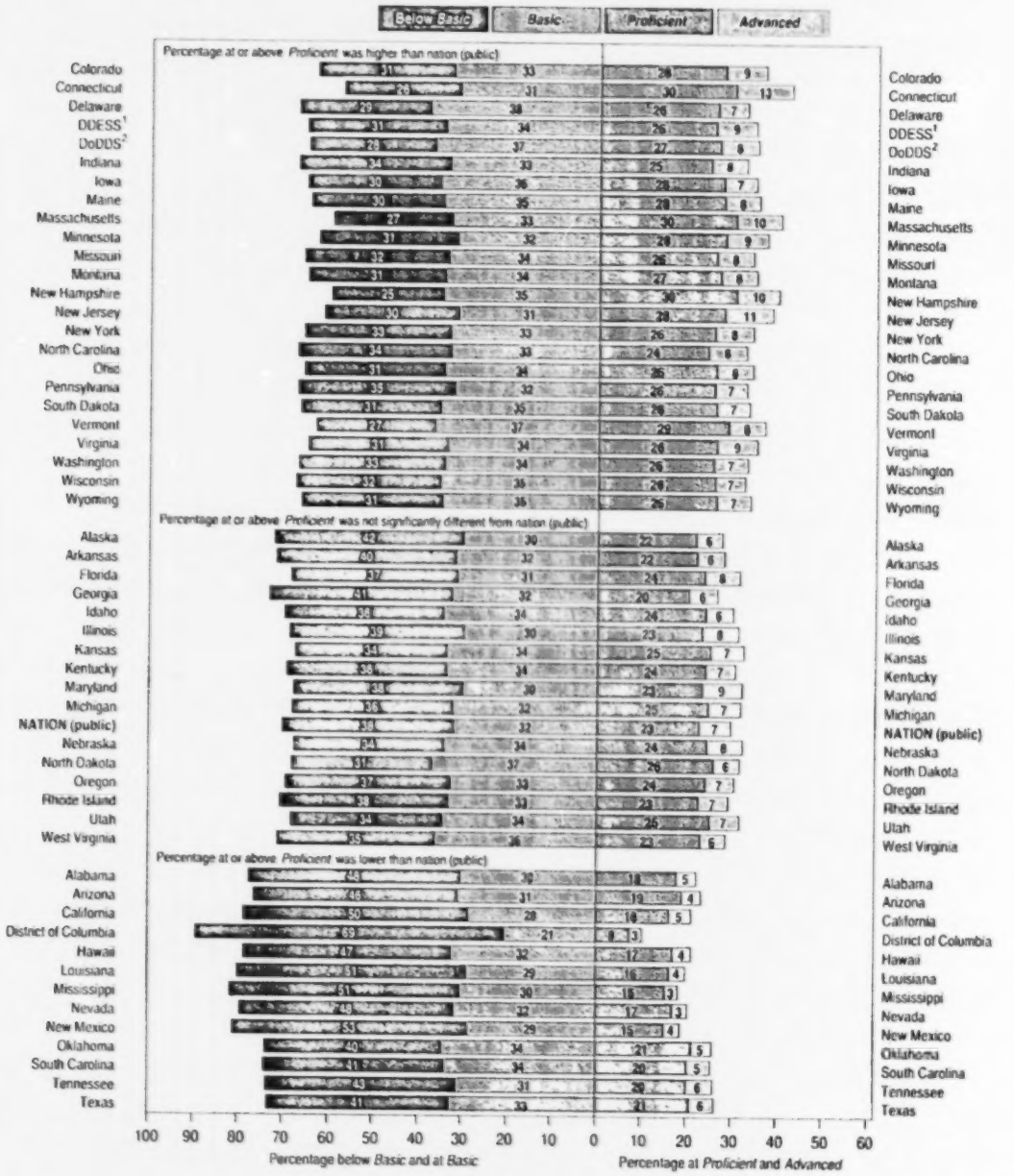
State Achievement-Level Results

The figures on this and the next page show the percentages of fourth- and eighth-graders at each achievement level for the states and jurisdictions that participated in the 2003 reading assessment. In both figures, the shaded bars represent the proportion of students at each of three achievement levels—*Basic*, *Proficient*, and *Advanced*—as well as the proportion below *Basic*. The central vertical line divides the proportion of students who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who performed at or above the *Proficient* achievement level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line allows easy comparison of states' and other jurisdictions' percentages of students at or above *Proficient*—the achievement level identified by the National Assessment Governing Board as the standard all students should reach. States and other

Figure 3. Percentage of students within each reading achievement level, grade 4 public schools: By state, 2003


Below Basic
Basic
Proficient
Advanced
Percentage at or above Proficient was higher than nation (public)
Colorado 31 33 28 9
Connecticut 28 31 30 13
Delaware 29 33 26 7
DDESS[1] 31 34 26 9
DoDDS[2] 28 37 27 8
Indiana 34 33 25 8
Iowa 30 35 28 7
Maine 30 35 28 8
Massachusetts 27 33 30 10
Minnesota 31 32 28 9
Missouri 32 34 26 8
Montana 31 34 27 8
New Hampshire 25 35 30 10
New Jersey 30 31 28 11
New York 33 33 26 8
North Carolina 34 33 24 8
Ohio 31 34 26 8
Pennsylvania 35 32 26 7
South Dakota 31 35 26 7
Vermont 27 37 29 8
Virginia 31 34 26 9
Washington 33 34 26 7
Wisconsin 33 35 26 7
Wyoming 31 35 26 7
Percentage at or above Proficient was not significantly different from nation (public)
Alaska 42 30 22 6
Arkansas 40 32 22 6
Florida 37 31 24 8
Georgia 41 32 20 6
Idaho 34 34 24 6
Illinois 39 30 23 8
Kansas 34 34 25 7
Kentucky 38 34 24 7
Maryland 38 30 23 9
Michigan 36 32 25 7
NATION (public) 36 32 23 7
Nebraska 34 34 24 8
North Dakota 31 37 26 6
Oregon 37 33 24 7
Rhode Island 39 33 23 7
Utah 34 34 25 7
West Virginia 35 36 23 6
Percentage at or above Proficient was lower than nation (public)
Alabama 46 30 18 5
Arizona 46 31 19 4
California 59 28 10 5
District of Columbia 69 21 9 3
Hawaii 47 32 17 4
Louisiana 51 29 16 4
Mississippi 51 30 16 3
Nevada 48 32 17 3
New Mexico 53 29 15 4
Oklahoma 40 34 21 5
South Carolina 41 34 20 5
Tennessee 43 31 20 6
Texas 41 33 21 6
100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60
Percentage below Basic and at Basic
Percentage at Proficient and Advanced

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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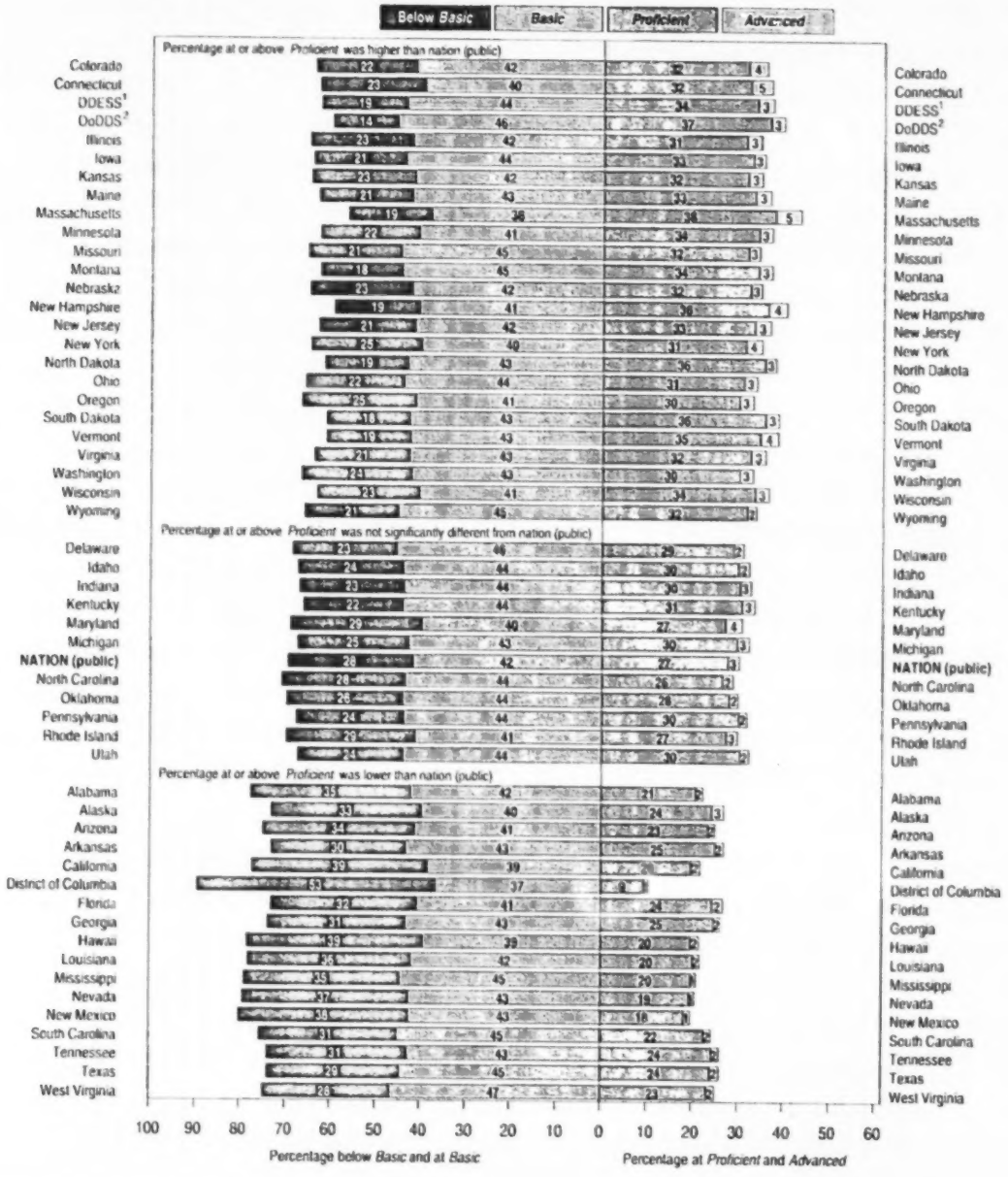
jurisdictions are listed alphabetically within three groups: percentage at or above *Proficient* was higher than, not significantly different from, or lower than the nation.

At grade 4, as shown in figure 3, 24 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 16 had percentages that were not found to be statistically different from the nation, and 13 had percentages that were lower than the nation.

At grade 8, as shown in figure 4, 25 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 11 had percentages that were not found to be significantly different from the nation, and 17 had percentages that were lower than the nation.

Figure 4. Percentage of students within each reading achievement level, grade 8 public schools: By state, 2003


Below Basic
Basic
Proficient
Advanced
Percentage at or above Proficient was higher than nation (public)
Colorado 22 42 32 4
Connecticut 23 40 32 5
DDESS[1] 19 44 34 3
DoDDS[2] 14 46 37 3
Illinois 23 42 31 3
Iowa 21 44 33 3
Kansas 23 42 32 3
Maine 21 43 33 3
Massachusetts 19 38 34 5
Minnesota 22 41 34 3
Missouri 21 45 32 3
Montana 18 45 34 3
Nebraska 23 42 32 3
New Hampshire 19 41 36 4
New Jersey 21 42 33 3
New York 25 40 31 4
North Dakota 19 43 36 3
Ohio 22 44 31 3
Oregon 25 41 30 3
South Dakota 18 43 36 3
Vermont 19 43 35 4
Virginia 21 43 32 3
Washington 24 43 30 3
Wisconsin 23 41 34 3
Wyoming 21 45 32 2
Percentage at or above Proficient was not significantly different from nation (public)
Delaware 23 46 29 2
Idaho 24 44 30 2
Indiana 23 44 30 3
Kentucky 22 44 31 3
Maryland 29 40 27 4
Michigan 25 43 30 3
NATION (public) 28 42 27 3
North Carolina 28 44 26 2
Oklahoma 28 44 28 2
Pennsylvania 24 44 30 2
Rhode Island 28 41 27 3
Utah 24 44 30 2
Percentage at or above Proficient was lower than nation (public)
Alabama 35 42 21 2
Alaska 33 40 24 3
Arizona 34 41 23 2
Arkansas 30 43 25 2
California 39 39 20 2
District of Columbia 53 37 9 1
Florida 37 41 21 2
Georgia 31 43 25 2
Hawaii 39 39 20 2
Louisiana 35 42 20 2
Mississippi 35 45 19 1
Nevada 37 43 19 1
New Mexico 38 43 18 1
South Carolina 31 45 22 2
Tennessee 31 43 24 2
Texas 28 45 24 2
West Virginia 28 47 23 2
100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60
Percentage below Basic and at Basic
Percentage at Proficient and Advanced

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Percentage of Students at or Above *Proficient* Across Years by State

The percentage of students at or above the *Proficient* level across years is presented in table 3 for grade 4 and in table 4 for grade 8.

Of the 46 states and other jurisdictions that participated in both the 2002 and 2003 fourth-grade reading assessments, 1 showed an increase and 1 showed a decrease in the percentage of students at or above *Proficient*. The percentage of fourth-graders at or above *Proficient* increased in 17 of the 42 states and jurisdictions that participated in both the 1992 and 2003 assessments, and none showed a decline since 1992.

Table 3. Percentage of students at or above *Proficient* in reading, grade 4, public schools: By state, 1992–2003

	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Nation (public)[1]	27 *	28	29	28 *	30	30
Alabama	20	23	24	24	22	22
Alaska	–	–	–	–	–	28
Arizona	21	24	22	22	22	23
Arkansas	23 *,**	24 *	23 *	23 *	26	28
California	19	18 *	20	20	21	21
Colorado	25 *,**	28 *,**	34	33	–	37
Connecticut	34 *,**	38	46	43	43	43
Delaware	24 *,**	23 *,**	25 *,**	22 *,**	35	33
Florida	21 *,**	23 *,**	23 *,**	22 *,**	27 *	32
Georgia	25	26	24	24	28	27
Hawaii	17 *	19	17 *	17 *	21	21
Idaho	28	–	–	–	32	30
Illinois	–	–	–	–	–	31
Indiana	30	33	–	–	33	33
Iowa	36	35	35	33	35	35
Kansas	–	–	34	34	34	33
Kentucky	23 *,**	26 *	29	29	30	31
Louisiana	15 *,**	15 *,**	19	17	20	20
Maine	36	41 *,**	36	35	35	36
Maryland	24 *,**	26 *,**	29	27 *	30	32
Massachusetts	36	36	37	35 *	47 *	40
Michigan	26 *	–	28	28	30	32
Minnesota	31 *,**	33 *,**	36	35	37	37
Mississippi	14 *,**	18	18	17	16	18
Missouri	30 *	31	29 *	28 *,**	32	34
Montana	–	35	37	37	36	35
Nebraska	31	34	–	–	34	32
Nevada	–	–	21	20	21	20
New Hampshire	38	36	38	37	–	40
New Jersey	35	33 *	–	–	–	39
New Mexico	23	21	22	21	21	19
New York	27 *,**	27 *,**	29 *	29 *	35	34
North Carolina	25 *,**	30	28 *	27 *	32	33
North Dakota	35	38 *,**	–	–	34	32
Ohio	27 *,**	–	–	–	34	34
Oklahoma	29	–	30 *	30 *	26	26
Oregon	–	–	28	26	31	31
Pennsylvania	32	30	–	–	34	33
Rhode Island	28	32	32	31	32	29
South Carolina	22 *	20 *,**	22	22 *	26	26
South Dakota	–	–	–	–	–	33
Tennessee	23	27	25	25	25	26
Texas	24	26	29	28	28	27
Utah	30	30	28 *	28 *	33	32
Vermont	–	–	–	–	39	37
Virginia	31	26 *,**	30 *	30 *	37	35
Washington	–	27 *,**	29 *	30	35	33
West Virginia	25	26	29	28	28	29
Wisconsin	33	35	34	34	–	33
Wyoming	33	32	30	29 *	31	34
Other jurisdictions						
District of Columbia	10	8 *,**	10	10	10	10
DDESS[2]	–	–	32	32	34	35
DoDDS[3]	–	28 *,**	34	33	33	35

–Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1]National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3]Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

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Of the 44 states and jurisdictions that participated in the 2002 and 2003 eighth-grade reading assessments, 1 showed an increase and 2 showed declines in the percentage of students at or above *Proficient*. Between 1998 (when accommodations were permitted) and 2003, the percentage of eighth-graders performing at or above *Proficient* increased in 5 of the 39 states and jurisdictions that participated in both years, and 1 showed a decline.

Table 4. Percentage of students at or above *Proficient* in reading, grade 8 public schools: By state, 1998–2003

	Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003
Nation (public)[1]	31	30	31	30
Alabama	21	22	21	22
Alaska	–	–	–	27
Arizona	28	27	23	25
Arkansas	23 *	23	27	27
California	22	21	20	22
Colorado	30 *	30 *	–	36
Connecticut	42 *	40	37	37
Delaware	25 *	23 *,**	33	31
Florida	23	23	29	27
Georgia	25	25	26	26
Hawaii	19	19	20	22
Idaho	–	–	34	32
Illinois	–	–	–	35
Indiana	–	–	32	33
Iowa	–	–	–	36
Kansas	35	36	38	35
Kentucky	29	30	32	34
Louisiana	18 *	17 *	22	22
Maine	42 *	41	38	37
Maryland	31	31	32	31
Massachusetts	36 *	38 *	39	43
Michigan	–	–	32	32
Minnesota	37	36	–	37
Mississippi	19	19	20	21
Missouri	29 *	28 *	33	34
Montana	38	40	37	37
Nebraska	–	–	36	35
Nevada	24 *	23	19	21
New Hampshire	–	–	–	40
New Jersey	–	–	–	37
New Mexico	24 *	23 *	20	20
New York	34	32	32	35
North Carolina	31	30	32	29
North Dakota	–	–	35 *	38
Ohio	–	–	35	34
Oklahoma	29	30	28	30
Oregon	33	35	37	33
Pennsylvania	–	–	35	32
Rhode Island	30	32	30	30
South Carolina	22	22	24	24
South Dakota	–	–	–	39
Tennessee	26	27	28	26
Texas	28	27	31 *	26
Utah	31	31	32	32
Vermont	–	–	40	39
Virginia	33	33	37	36
Washington	32	32	37	33
West Virginia	27	28	29 *	25
Wisconsin	33	34	–	37
Wyoming	29 *	31	31	34
Other jurisdictions				
District of Columbia	12	11	10	10
DDESS[2]	37	39	37	37
DoDDS[3]	36	37	40	40

– Not available.

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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How Various Groups of Students Performed in Reading

In addition to reporting on overall students' performance on its assessments, NAEP also reports on the performance of various subgroups of students. The reading performance of subgroups of students in 2003 indicates whether they have progressed since earlier assessments and allows for comparisons with the performance of other subgroups in 2003.

When reading these subgroup results, it is important to keep in mind that there is no simple, cause-and-effect relationship between membership in a subgroup and achievement in NAEP. A complex mix of educational and socioeconomic factors may interact to affect student performance.

Average Reading Scores by Gender

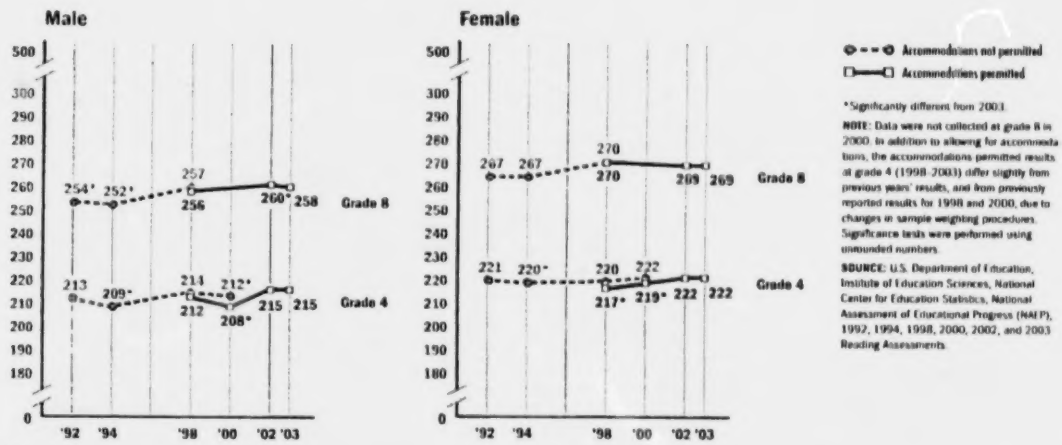
The figures below present average reading scores for males and females across assessment years.

No statistically significant changes were detected in average scores of male or female fourth-graders between 2002 and 2003, or between 1992 and 2003.

The average reading score for male eighth-graders declined 2 points between 2002 and 2003; the average score in 2003 was higher than in 1992. The average score for female eighth-graders in 2003 was not found to differ significantly from the scores in any of the previous assessment years.

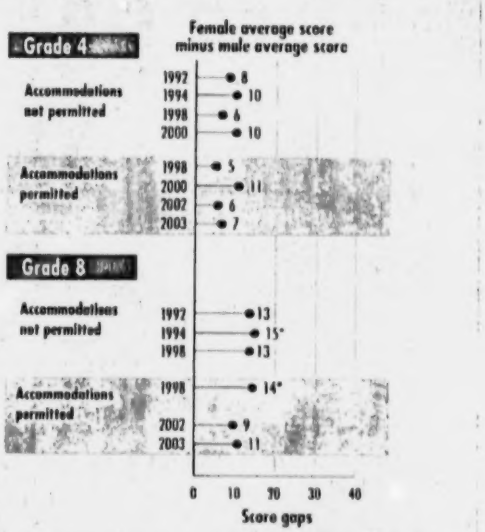
Female students scored higher on average than male students at both grades 4 and 8.

Average reading scale scores, by gender, grades 4 and 8: 1992–2003


Male
Female
500
300
290
280
270
260
250
240
230
220
210
200
190
180
0
'92 '94 '98 '00 '02 '03
254* 252* 257 256 260* 258
Grade 8
213 209* 214 212* 212 208* 215 215
Grade 4
267 267 270 270 269 269
Grade 8
221 220* 220 222 217* 219* 222 222
Grade 4
Accommodations not permitted
Accommodations permitted
*Significantly different from 2003.
NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Average Reading Score Gaps Between Males and Females

In 2003, female students scored higher on average than male students by 7 points at grade 4 and by 11 points at grade 8. No statistically significant change was detected in the gender gaps between 2002 and 2003, and the fourth- and eighth-grade gaps observed in 2003 were not found to be significantly different from those in 1992.



*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

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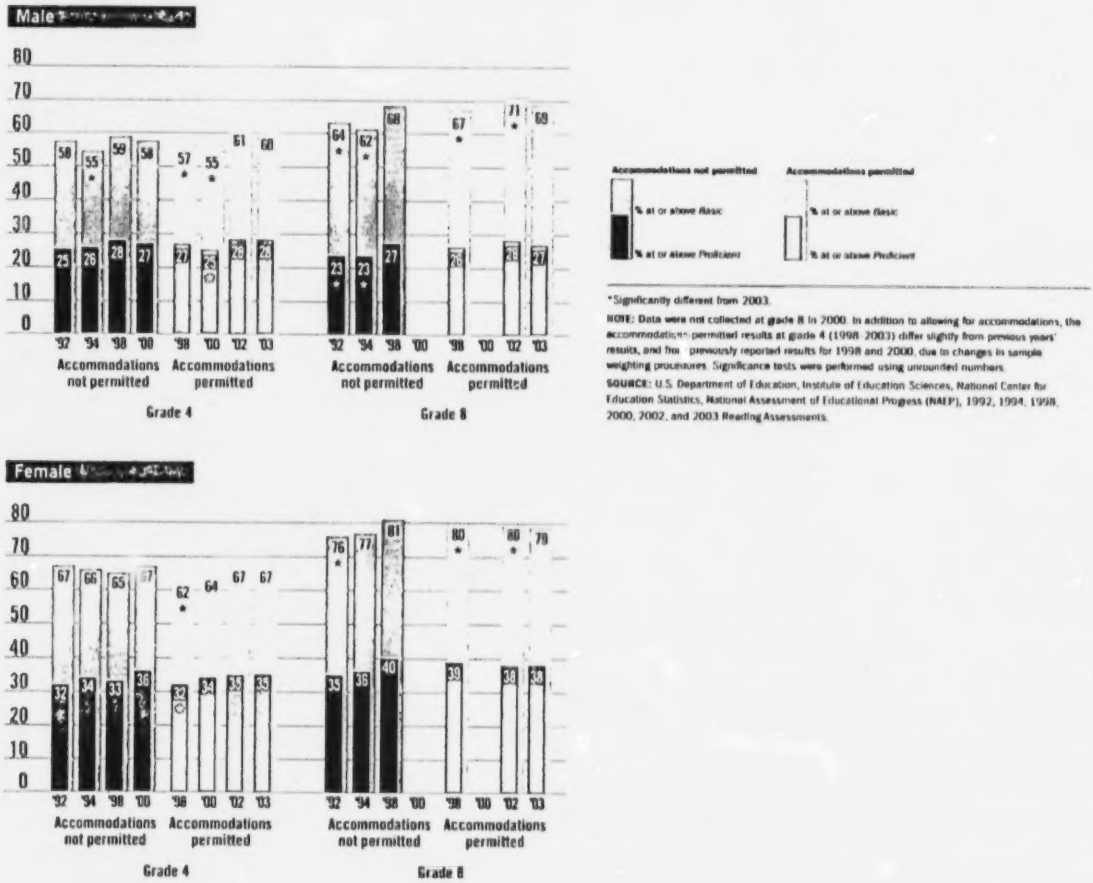
Achievement-Level Results by Gender

The percentages of male and female students at or above the *Basic* and *Proficient* reading achievement levels are presented below.

At grade 4, no significant change was detected from 2002 to 2003 in the percentages of male or female students performing at or above the *Basic* and *Proficient* levels, and the percentages in 2003 were not found to differ significantly from those in 1992 for either subgroup.

At grade 8, the percentage of male students at or above *Proficient* was higher in 2003 than in 1992. There was no significant difference detected in the percentage of female eighth-graders at or above *Proficient* in 2003 in comparison to any of the previous assessments. The percentages of both male and female students at or above *Basic* declined from 2002 to 2003, but both percentages were higher in 2003 than in 1992.

Percentages of students at or above *Basic* and *Proficient* in reading, by gender, grades 4 and 8: 1992–2003



*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

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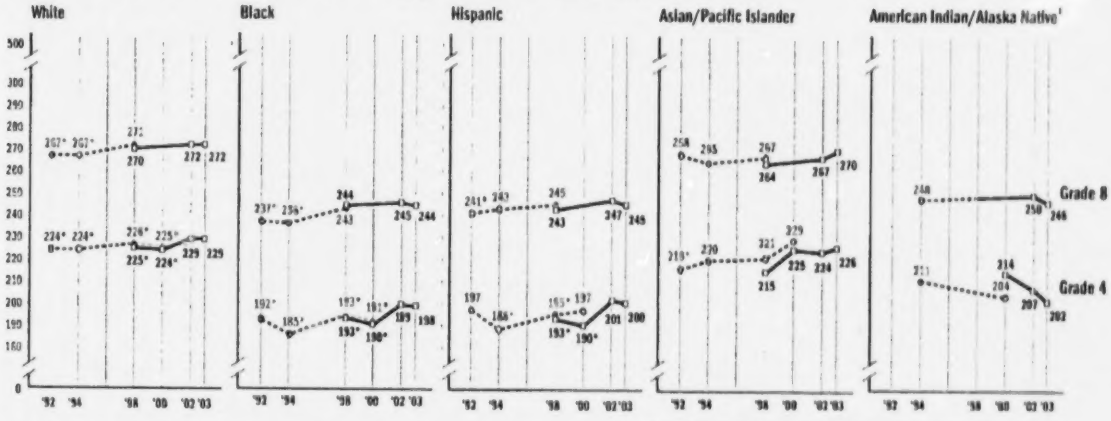
Average Reading Scores by Race/Ethnicity

Students who took the NAEP reading assessment were identified as belonging to one of the racial/ethnic subgroups shown in the figures below or as "other" based on information obtained from school records. The results presented here for 1992 through 2000 differ from those presented in reading reports prior to 2002, in which results were reported for five racial/ethnic subgroups based on student self-identification.

There were no significant changes detected since 2002 in the average scores for any of the racial/ethnic groups at either grade 4 or grade 8. The average scores for White, Black, and Asian/Pacific Islander fourth-graders were higher in 2003 than in 1992. The average scores for White, Black, and Hispanic eighth-graders were also higher in 2003 than in 1992. The apparent decrease in the average score for American Indian/Alaska Native students in 2003 was not found to be statistically significant at either grade 4 or grade 8.

In 2003, White students and Asian/Pacific Islander students outperformed Black, Hispanic, and American Indian/Alaska Native students on average at both grades 4 and 8. At grade 4, White students also scored higher on average than Asian/Pacific Islander students, and Hispanic students scored higher on average than Black students. There were no significant differences detected at grade 8 between the average scores for White and Asian/Pacific Islander students or between the average scores for Hispanic and Black students.

Average reading scale scores, by race/ethnicity, grades 4 and 8: 1992–2003



*Significantly different from 2003.

!Sample size was insufficient to permit a reliable estimate for American Indian/Alaska Native students in 1992 and 1998 at grades 4 and 8.

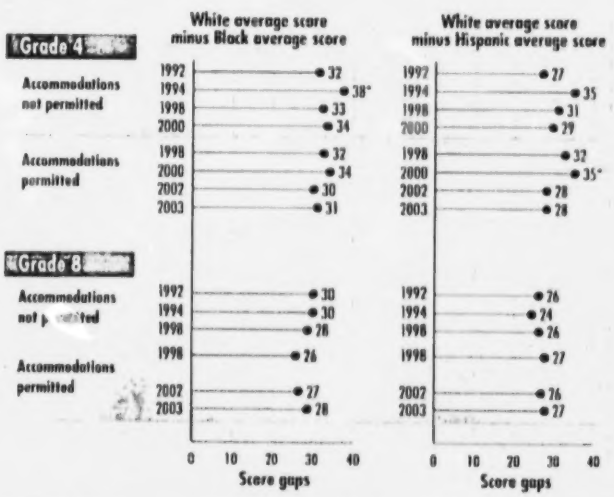
NOTE: At each grade, approximately 1 percent of students were classified as American Indian/Alaska Native or "other" (not shown). Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Average Reading Score Gaps Between Selected Racial/Ethnic Subgroups

Average score gaps across assessment years between White and Black students and between White and Hispanic students are presented in the figures shown to the right.

At both grades 4 and 8, the average score gaps between White and Black students and between White and Hispanic students in 2003 were not found to differ significantly from those in 2002 or 1992.



*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

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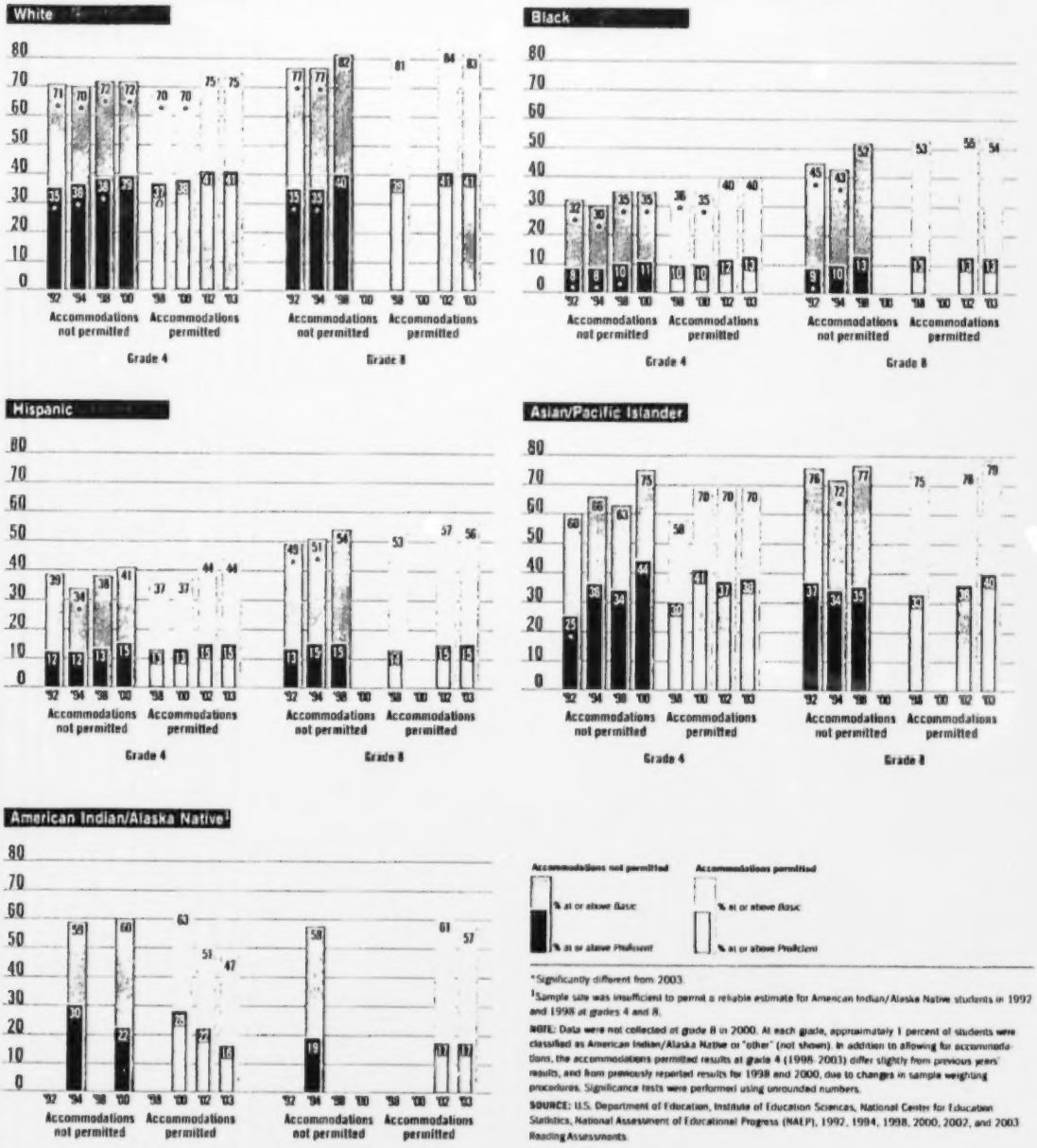
Achievement-Level Results by Race/Ethnicity

Achievement-level results for the racial/ethnic subgroups are presented in the figures below.

At both grades 4 and 8, there were no significant changes detected in the percentages of students at or above the *Basic* and *Proficient* levels within any of the racial/ethnic subgroups since 2002. At grade 4, the percentages of White, Black, and Asian/Pacific Islander students at or above *Proficient* were higher in 2003 than in 1992. Also, the percentages of White and Black students at or above *Basic* were higher in 2003 compared to 1992. No significant changes were detected in the percentages of Hispanic students at or above *Basic* or *Proficient* in 2003 compared to 1992.

At grade 8, the percentages of White students and Black students at or above the *Basic* and *Proficient* levels were higher in 2003 than in 1992. A higher percentage of Hispanic students scored at or above *Basic* in 2003 than in 1992.

Percentages of students at or above *Basic* and *Proficient* in reading, by race/ethnicity, grades 4 and 8: 1992–2003



*Significantly different from 2003.

†Sample size was insufficient to permit a reliable estimate for American Indian/Alaska Native students in 1992 and 1998 at grades 4 and 8.

NOTE: Data were not collected at grade 8 in 2000. At each grade, approximately 1 percent of students were classified as American Indian/Alaska Native or "other" (not shown). In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

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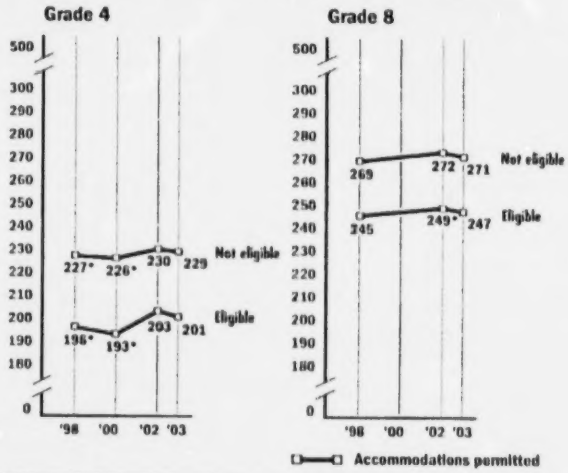
Average Reading Scores by Students' Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on students' eligibility for free/reduced-price lunch as an indicator of family economic status. Eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. Free lunch qualification is set at 130 percent of the poverty level, and reduced-price lunch qualification is set between 130 and 185 percent of the poverty level. Information regarding students' eligibility in 2003 was not available for 10 percent of fourth-graders and 11 percent of eighth-graders, either because their school did not participate in the National School Lunch Program or for other reasons.

At grade 4, average scores were higher in 2003 than in 1998 for students who were eligible for free/reduced-price lunch and for students who were not eligible, but showed no significant change between 2002 and 2003.

At grade 8, the average score for students who were eligible for free/reduced-price lunch showed a decrease between 2002 and 2003. Average scores in 2003 were not found to differ significantly from those in 1998 for students who were eligible for free/reduced-price lunch or for students who were not eligible.

Results broken down by students' eligibility for free lunch and eligibility for reduced-price lunch are available on the NAEP web site (http://nces.ed.gov/nationsreportcard/naepdata). The average reading scores for fourth- and eighth-graders who were eligible for free lunch were lower than the scores for students who were eligible for reduced-price lunch, and both were lower than the scores for students who were not eligible.



*Significantly different from 2003.

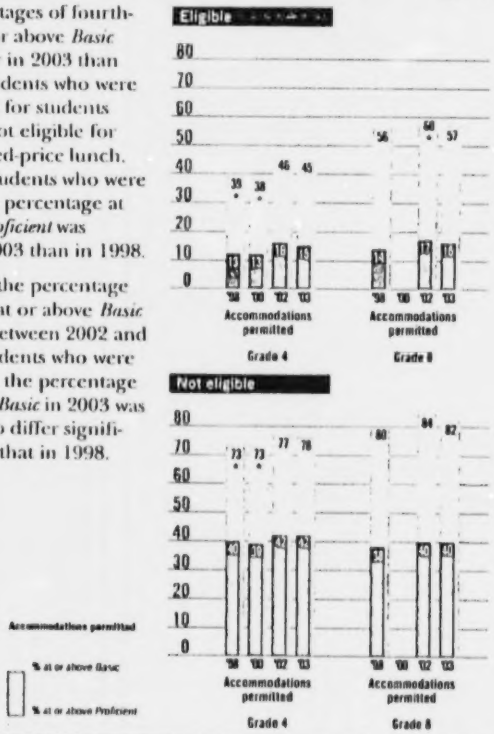
NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998-2003) differ slightly from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

Achievement-Level Results by Students' Eligibility for Free/Reduced-Price Lunch

The percentages of fourth-graders at or above *Basic* were higher in 2003 than 1998 for students who were eligible and for students who were not eligible for free/reduced-price lunch. For those students who were eligible, the percentage at or above *Proficient* was higher in 2003 than in 1998.

At grade 8, the percentage of students at or above *Basic* decreased between 2002 and 2003 for students who were eligible, but the percentage at or above *Basic* in 2003 was not found to differ significantly from that in 1998.



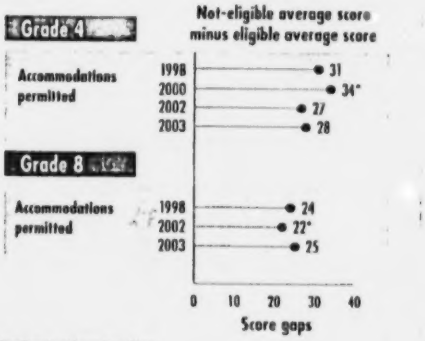
*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998-2003) differ slightly from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

Average Reading Score Gaps Between Students Who Were Eligible and Those Who Were Not Eligible for Free/Reduced-Price Lunch

At grade 4, the average score gap between students who were eligible and students who were not eligible for free/reduced-price lunch in 2003 was not found to be significantly different from the gap in either 1998 or 2002. At grade 8, the gap in 2003 was larger than in 2002 but was not found to be significantly different from 1998.



*Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Significance tests were performed using unrounded numbers. Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, and 2003 Reading Assessments.

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Sample Reading Assessment Questions

The NAEP reading assessment measures students' comprehension of reading materials that are drawn from sources typical of those available to students inside and outside of school (e.g., children's magazines, informational books, and anthologies). Students who participate in the assessment read these texts and then answer comprehension questions about them. Some of the comprehension questions are formatted as multiple-choice questions and others are formatted as constructed-response questions. With the constructed-response questions, students are required to provide their own written answer to the question based on information from the reading passage.

Brief descriptions of texts for items used in the 2003 assessment and some of the comprehension questions that accompanied them are presented on this and the following pages to illustrate the content of the assessment. The complete texts and the entire set of comprehension questions that accompanied each of these examples (along with additional released texts and questions from past assessments) are available on the NAEP web site (http://nces.ed.gov/nationsreportcard/itmrls).

The tables presented here with each sample question show the percentage of students who answered a multiple-choice question correctly or whose responses to a constructed-response question were rated at or above a particular score level, first as the overall percentage and then as the percentage of students at each achievement level who answered successfully. For the multiple-choice questions shown, the oval corresponding to the correct response is filled in. For the constructed-response questions, sample student responses are presented. In addition, the reading context and reading aspect being assessed by each question are identified.

Grade 4 Sample Questions and Responses

The *Watch Out for Wombats* article by Caroline Arnold that was included in the fourth-grade reading assessment originally appeared in a magazine typically available to students in schools and libraries. The article describes the types of wombats that live in Australia, their similarities to koalas, their eating and sleeping habits, their temperaments, and the way they nurture their young.

Fourth-Grade Multiple-Choice Question

This sample question asked students to retrieve information explicitly stated in the article.

	Percentage correct			
Overall percentage correct	Below *Basic* 207 or below[1]	At *Basic* 208–237[1]	At *Proficient* 238–267[1]	At *Advanced* 268 or above[1]
94	85	98	99	100

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Where do wombats live?

Ⓐ North America
Ⓑ Greenland
● Australia
Ⓓ Africa

Reading Context: Reading for Information

Reading Aspect: Developing Interpretation

Fourth-Grade Multiple-Choice Question

This question asked students to use what they learned about the wombat's temperament to infer how wombats might respond to humans.

	Percentage correct			
Overall percentage correct	Below *Basic* 207 or below[1]	At *Basic* 208–237[1]	At *Proficient* 238–267[1]	At *Advanced* 268 or above[1]
76	55	81	92	97

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

What would a wombat probably do if it met a person?

Ⓐ Try to attack the person
● Run away from the person
Ⓒ Growl at the person
Ⓓ Beg for food from the person

Reading Context: Reading for Information

Reading Aspect: Developing Interpretation

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Fourth-Grade Extended Constructed-Response Question

This question measured students' ability to support or make inferences about wombats by using information from the text. Answers to this question were rated on four levels: "Extensive," "Essential," "Partial," or "Unsatisfactory."

Responses to this question that were scored "Essential" demonstrated understanding of why people should not have wombats as pets by citing at least two wombat traits discussed in the passage or two negative outcomes that might occur if wombats were kept as pets, or by linking one trait to a negative outcome.

	Percentage "Essential" or better			
Overall percentage "Essential" or better	Below Basic 207 or below[1]	At Basic 208–237[1]	At Proficient 238–267[1]	At Advanced 268 or above[1]
42	18	43	61	77

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Essential" response

Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

1. Because they are wild animals.

2. They need a place to dig burrows.

Fourth-Grade Extended Constructed-Response Question

Responses to this question that were scored "Extensive" demonstrated a thorough understanding of why people should not have wombats as pets by citing at least two wombat traits discussed in the passage and connecting one of the traits to a negative outcome that might occur if wombats were kept as pets, or by citing two negative outcomes, linking to a wombat trait.

	Percentage "Extensive"			
Overall percentage "Extensive"	Below Basic 207 or below[1]	At Basic 208–237[1]	At Proficient 238–267[1]	At Advanced 268 or above[1]
12	3	10	20	35

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Extensive" response

Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

"Wombats would not make a good pet because they are wild. For this reason wombats are afraid of people and if it got scared it could tear parts of your body up by using its sharp claws. Wombats sleep in burrows up to fifteen feet deep. It could not sleep in a cage, plus wombats are only active at night the only thing it would do is sleep. For these reasons wombats would not make good pets.

Reading Context:	Reading Aspect:
Reading for Information	Developing Interpretation

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Grade 8 Sample Questions and Responses

The eighth-grade reading comprehension questions presented here are based on the short story, "Thank You, M'am," by Langston Hughes. The story begins when Roger attempts to steal Mrs. Luella Bates Washington Jones' purse, but the woman quickly catches him. Rather than turning him over to the police, Mrs. Jones takes Roger home and teaches him a lesson about trust, compassion, and forgiveness. At the end of the story, the boy is left standing on the front stoop unable to thank Mrs. Jones, dumbfounded by her display of generosity.

Eighth-Grade Multiple-Choice Question

This sample question asked students to choose an answer that best describes a character's motivation throughout the story.

	Percentage correct			
Overall percentage correct	Below *Basic* 242 or below[1]	At *Basic* 243–280[1]	At *Proficient* 281–322[1]	At *Advanced* 323 or above[1]
84	69	85	93	99

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Why did the boy sit on the far side of the room while Mrs. Jones was making their dinner?

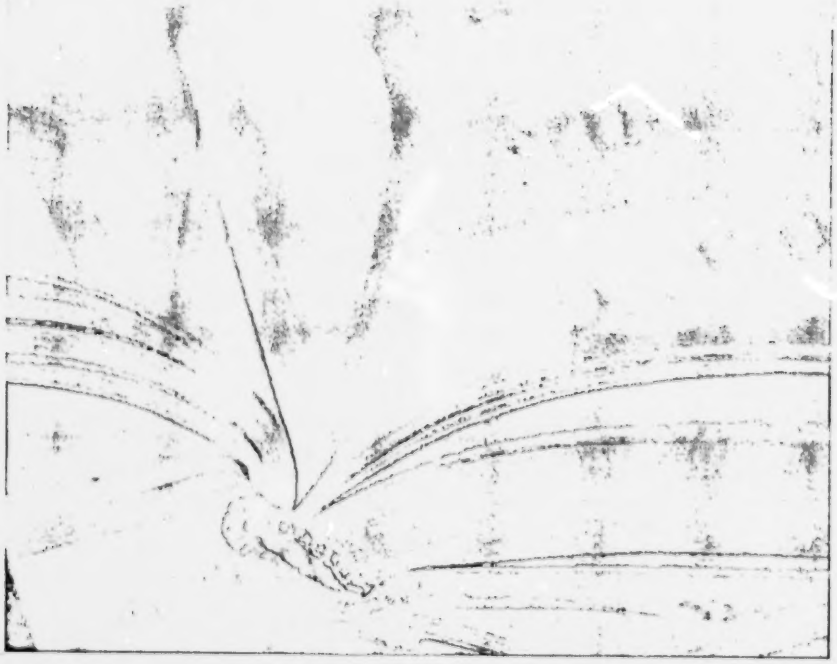
Ⓐ He wanted to sit close to Mrs. Jones.

Ⓑ He wanted to show Mrs. Jones he could be trusted.

Ⓒ He wanted to help Mrs. Jones prepare the food.

Ⓓ He wanted to keep an eye on Mrs. Jones.

Reading Context:	Reading Aspect:
Reading for Literary Experience	Developing Interpretation



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Eighth-Grade Extended Constructed-Response Question

This question measured students' ability to integrate major events across the text to describe the story's theme. Answers to this question were rated on four levels: "Extensive," "Essential," "Partial," or "Unsatisfactory."

Responses to this question that were scored "Essential" provided a theme that demonstrated a thoughtful understanding of the story, but did not support the interpretation with specific reference to story events that reflect the theme.

Overall percentage "Essential" or better	Percentage "Essential" or better			
	Below *Basic* 242 or below[1]	At *Basic* 243–280[1]	At *Proficient* 281–322[1]	At *Advanced* 323 or above[1]
48	26	47	66	86

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Essential" response

What do you think is the theme of the story? Support your answer with details from the story.

You can find kindness in a person even if you do something wrong to them. The person who does something to you might have a good reason for doing it. So give them a chance, you find good people in unexpected places.

Eighth-Grade Extended Constructed-Response Question

Responses to this question that were scored "Extensive" provided a theme that showed a thoughtful understanding of the story and supported the interpretation with specific reference to story events that reflected the theme.

Overall percentage "Extensive"	Percentage "Extensive"			
	Below *Basic* 242 or below[1]	At *Basic* 243–280[1]	At *Proficient* 281–322[1]	At *Advanced* 323 or above[1]
26	6	21	45	72

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Extensive" response

What do you think is the theme of the story? Support your answer with details from the story.

I think the theme of the story is that everyone can be trusted if you just give them a chance. When he tried to steal her purse he couldn't be trusted, but when she gave him a little piece of her mind, he started to shape up. Then, when they went back to her house he could've run when she let go of him when they went inside. Then he was sitting by her purse and he could've stolen it, but he didn't. So if you give someone a chance the could be trusted.

Reading Context: Reading for Literary Experience

Reading Aspect: Examining Content and Structure

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Technical Notes

School and Student Samples

All 50 states and three jurisdictions participated and met the minimum guidelines for reporting their results in 2003. Approximately 188,000 fourth-graders from 7,500 schools and 155,000 eighth-graders from 6,100 schools were assessed in reading in 2003. The national samples were larger in 2002 and 2003 than in previous assessment years because they were based on the combined sample of students assessed in each participating state, plus an additional sample from nonparticipating states and private schools. In 1992–2000 the national samples were drawn separately from the state samples and were smaller than the samples resulting from aggregating the state samples.

There has been a shift in the racial/ethnic composition of the student population and students participating in NAEP. The percentage of Hispanic students increased from 7 percent in 1992 to 17 percent in 2003 at grade 4, and from 8 percent to 15 percent at grade 8. The percentage of White students decreased from 73 percent in 1992 to 60 percent in 2003 at grade 4, and from 72 percent to 63 percent at grade 8. The percentage of Black students, which has changed less over the years, is approximately 17 percent at grade 4 and 16 percent at grade 8.

Prior to 2003, results in NAEP were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. To align NAEP with other federal data collections, beginning in 2003 NAEP analysis and reports have used U.S. Census Bureau definitions of "region." The four Census-defined regions are: Northeast, South, Midwest and West. Figure A.1 shows how states are subdivided into these census regions (the two Department of Defense Educational Activities jurisdictions are not assigned to any region). As a result of this change in the region variable, the following section presents the results by region of the country for the 2003 assessment only.

Figure A.1 Map of regions of the country according to U.S. Census

SOURCE: U.S. Department of Commerce Economics and Statistics Administration U.S. Census Bureau.

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Additional Data Tables

National Results by Region of the Country

Table B.1: Average reading scale scores and achievement-level results, by region of the country, grades 4 and 8: 2003

				Percentage of students			
		Weighted percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Grade 4							
	Northeast	18	224	30	70	37	9
	Midwest	23	222	32	68	35	9
	South	35	217	38	62	30	7
	West	24	212	43	57	26	6
Grade 8							
	Northeast	18	268	21	79	38	4
	Midwest	23	269	21	79	37	4
	South	36	261	28	72	29	3
	West	23	258	32	68	28	3

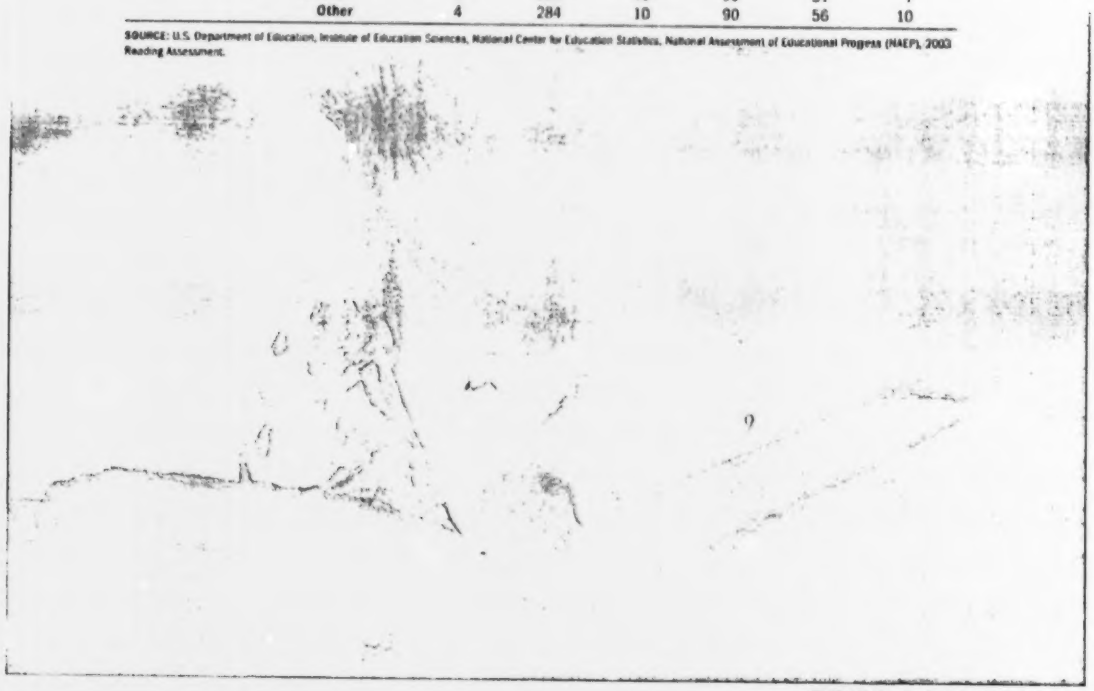
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

National Results by Type of School

Table B.2: Average reading scale scores and achievement-level results, by type of school, grades 4 and 8: 2003

				Percentage of students			
		Weighted percentage of students	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Grade 4							
	Public	90	216	38	62	30	7
	Nonpublic	10	235	20	80	48	14
	Catholic	5	235	19	81	48	14
	Other	5	234	20	80	48	14
Grade 8							
	Public	91	261	28	72	30	3
	Nonpublic	9	282	10	90	53	8
	Catholic	5	281	10	90	51	7
	Other	4	284	10	90	56	10

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



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State Subgroup Results

Table B.3 Average reading scale scores and achievement-level results, by gender, grade 4 public schools: By state, 2003

	Male				Female			
		Percentage of students				Percentage of students		
	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	213	42	58	26	220	35	65	33
Alabama	204	50	50	21	211	44	56	24
Alaska	205	48	52	23	218	36	64	33
Arizona	206	49	51	21	212	43	57	26
Arkansas	209	45	55	25	218	36	64	31
California	202	54	46	18	209	47	53	24
Colorado	220	33	67	32	227	28	72	41
Connecticut	224	30	70	38	232	23	77	47
Delaware	222	31	69	30	226	27	73	36
Florida	214	42	58	29	222	33	67	35
Georgia	210	45	55	24	218	37	63	30
Hawaii	202	53	47	17	215	39	61	26
Idaho	216	38	62	28	221	33	67	33
Illinois	214	41	59	28	219	37	63	33
Indiana	216	38	62	29	224	30	70	37
Iowa	220	33	67	31	227	26	74	38
Kansas	216	38	62	29	224	29	71	36
Kentucky	215	40	60	27	223	32	68	34
Louisiana	200	56	44	17	210	46	54	23
Maine	221	32	68	32	226	27	73	39
Maryland	215	42	58	29	222	34	66	36
Massachusetts	225	29	71	38	231	24	76	43
Michigan	216	39	61	30	222	33	67	34
Minnesota	216	37	63	31	229	25	75	44
Mississippi	202	55	45	17	209	48	52	20
Missouri	219	35	65	31	226	29	71	37
Montana	218	35	65	30	228	26	74	40
Nebraska	218	37	63	30	223	31	69	35
Nevada	202	54	46	16	211	42	58	24
New Hampshire	224	29	71	35	232	22	78	45
New Jersey	222	33	67	35	229	27	73	42
New Mexico	201	55	45	18	206	51	49	20
New York	218	37	63	30	226	28	72	38
North Carolina	216	40	60	27	227	29	71	38
North Dakota	218	35	65	28	225	28	72	36
Ohio	218	35	65	31	226	27	73	37
Oklahoma	210	43	57	23	217	37	63	29
Oregon	213	42	58	26	223	31	69	36
Pennsylvania	215	38	62	30	222	32	68	36
Rhode Island	213	41	59	26	220	34	66	33
South Carolina	211	45	55	22	219	36	64	30
South Dakota	220	34	66	31	225	28	72	36
Tennessee	208	47	53	22	217	38	62	30
Texas	212	44	56	24	218	38	62	29
Utah	215	38	62	28	224	30	70	36
Vermont	224	29	71	34	229	24	76	40
Virginia	219	36	64	32	228	27	73	39
Washington	216	37	63	27	226	28	72	39
West Virginia	215	40	60	25	223	30	70	32
Wisconsin	217	36	64	28	225	28	72	37
Wyoming	219	34	66	30	225	28	72	37
Other jurisdictions								
District of Columbia	182	74	26	8	195	64	36	13
DDESS[1]	218	37	63	28	229	25	75	42
DoDDS[2]	222	32	68	32	228	24	76	38

[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2] Department of Defense Dependents Schools (Overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.4 Average reading scale scores and achievement-level results, by gender, grade 8 public schools: By state, 2003

	Male				Female			
		Percentage of students				Percentage of students		
	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	256	33	67	25	267	23	77	35
Alabama	246	42	58	17	261	28	72	28
Alaska	250	39	61	22	263	28	72	32
Arizona	251	38	62	21	260	29	71	29
Arkansas	254	34	66	23	263	26	74	31
California	247	42	58	20	255	35	65	25
Colorado	262	27	73	29	274	18	82	43
Connecticut	262	28	72	31	273	19	81	43
Delaware	260	28	72	26	270	18	82	37
Florida	251	39	61	21	263	26	74	32
Georgia	253	37	63	22	263	24	76	30
Hawaii	245	46	54	17	258	32	68	26
Idaho	258	29	71	26	271	18	82	39
Illinois	264	25	75	31	269	21	79	38
Indiana	259	28	72	26	270	18	82	39
Iowa	261	26	74	28	273	15	85	43
Kansas	260	29	71	28	272	18	82	42
Kentucky	261	27	73	27	272	17	83	40
Louisiana	248	41	59	18	258	31	69	26
Maine	262	26	74	29	275	15	85	45
Maryland	255	35	65	24	269	23	77	37
Massachusetts	268	23	77	37	278	14	86	49
Michigan	259	30	70	27	270	20	80	38
Minnesota	261	27	73	29	274	16	84	46
Mississippi	249	41	59	16	260	28	72	26
Missouri	263	25	75	30	271	16	84	39
Montana	264	22	78	30	276	14	86	45
Nebraska	261	27	73	29	271	18	82	41
Nevada	246	43	57	15	258	31	69	26
New Hampshire	265	24	76	34	276	14	86	47
New Jersey	263	25	75	32	272	17	83	42
New Mexico	246	43	57	16	257	32	68	24
New York	259	31	69	28	271	19	81	42
North Carolina	256	33	67	23	267	22	78	34
North Dakota	264	22	78	31	275	15	85	46
Ohio	263	25	75	30	270	19	81	38
Oklahoma	256	32	68	24	268	20	80	35
Oregon	259	30	70	27	270	21	79	39
Pennsylvania	259	30	70	26	270	18	82	38
Rhode Island	256	34	66	25	266	23	77	34
South Carolina	253	36	64	19	263	26	74	29
South Dakota	265	23	77	32	275	14	86	45
Tennessee	252	38	62	21	265	24	76	31
Texas	253	35	65	21	265	24	76	31
Utah	259	28	72	26	269	19	81	38
Vermont	265	23	77	32	276	14	86	45
Virginia	263	25	75	31	272	18	82	41
Washington	258	30	70	27	271	19	81	39
West Virginia	254	35	65	20	265	22	78	30
Wisconsin	259	29	71	29	274	16	84	45
Wyoming	262	26	74	29	272	15	85	40
Other jurisdictions								
District of Columbia	231	62	38	8	245	45	55	13
DDESS[1]	261	27	73	28	278	11	89	47
DoDDS[2]	269	17	83	34	277	12	88	46

[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2] Department of Defense Dependents Schools (Overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.5 Average reading scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2003

	White					Black					Hispanic				
			Percentage of students					Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	59	227	26	74	39	17	197	61	39	12	18	199	57	43	14
Alabama	60	219	34	66	30	37	188	69	31	9	1	‡	‡	‡	‡
Alaska	54	226	27	73	40	5	209	44	56	21	4	209	45	55	21
Arizona	50	223	29	71	35	5	196	59	41	13	36	195	62	38	12
Arkansas	69	223	30	70	35	25	190	68	32	10	4	204	52	48	18
California	34	224	31	69	36	8	193	63	37	11	47	191	67	33	9
Colorado	67	232	22	78	45	5	208	46	54	18	23	205	52	48	18
Connecticut	69	238	16	84	54	14	201	54	46	12	14	206	51	49	18
Delaware	56	233	18	82	44	33	211	46	54	16	8	209	47	53	20
Florida	51	229	25	75	42	23	198	60	40	13	21	211	45	55	24
Georgia	51	226	28	72	38	38	199	58	42	12	6	201	52	48	17
Hawaii	16	221	32	68	35	2	211	42	58	18	3	204	47	53	17
Idaho	84	222	31	69	33	1	‡	‡	‡	‡	13	199	61	39	12
Illinois	60	228	26	74	42	21	194	64	36	10	16	197	58	42	15
Indiana	80	224	29	71	36	12	197	62	38	11	5	212	42	58	26
Iowa	87	226	26	74	37	5	196	66	34	8	5	205	52	48	17
Kansas	78	225	29	71	37	10	197	60	40	14	8	207	49	51	19
Kentucky	85	221	33	67	33	12	202	56	44	16	1	‡	‡	‡	‡
Louisiana	44	223	30	70	34	53	189	70	30	8	1	‡	‡	‡	‡
Maine	95	224	29	71	36	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	52	231	24	76	44	37	200	59	41	14	5	209	48	52	23
Massachusetts	74	234	19	81	48	10	207	50	50	15	11	202	57	43	15
Michigan	71	228	25	75	40	21	189	70	30	8	5	205	52	48	16
Minnesota	81	229	24	76	43	8	194	62	38	14	4	195	64	36	16
Mississippi	45	221	33	67	30	53	192	67	33	8	1	‡	‡	‡	‡
Missouri	78	227	27	73	39	18	203	54	46	14	3	218	39	61	30
Montana	85	227	26	74	38	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Nebraska	81	225	29	71	36	6	203	53	47	17	9	202	56	44	14
Nevada	54	217	37	63	28	10	193	63	37	9	28	192	64	36	11
New Hampshire	94	229	24	76	41	2	‡	‡	‡	‡	2	206	52	48	19
New Jersey	58	235	18	82	49	18	200	59	41	14	16	212	44	56	21
New Mexico	32	222	33	67	34	3	202	55	45	18	51	197	59	41	13
New York	52	235	18	82	48	20	203	56	44	14	21	208	49	51	18
North Carolina	58	232	23	77	44	29	203	56	44	12	6	212	44	56	24
North Dakota	88	224	28	72	34	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Ohio	78	226	26	74	39	17	202	56	44	16	2	207	52	48	23
Oklahoma	61	220	32	68	32	11	195	59	41	13	7	200	56	44	14
Oregon	76	222	32	68	34	3	202	52	48	19	14	199	57	43	15
Pennsylvania	74	227	25	75	40	19	191	68	32	9	4	195	59	41	10
Rhode Island	69	224	29	71	36	9	196	60	40	12	18	196	61	39	12
South Carolina	55	226	26	74	36	40	199	60	40	11	3	205	52	48	20
South Dakota	84	227	26	74	37	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Tennessee	71	220	33	67	32	25	188	70	30	9	2	206	49	51	27
Texas	41	227	26	74	39	14	202	56	44	16	42	205	52	48	17
Utah	83	223	29	71	35	2	‡	‡	‡	‡	11	194	64	36	11
Vermont	95	226	27	73	37	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	62	231	23	77	44	27	206	51	49	16	5	210	45	55	20
Washington	70	226	27	73	38	7	212	42	58	23	12	201	56	44	16
West Virginia	95	220	35	65	29	4	203	55	45	13	#	‡	‡	‡	‡
Wisconsin	79	225	27	73	36	9	200	58	42	13	6	209	46	54	20
Wyoming	86	224	29	71	36	1	‡	‡	‡	‡	8	214	41	59	23
Other jurisdictions															
District of Columbia	5	254	10	90	70	85	184	73	27	7	9	187	71	29	8
DDESS[1]	47	232	22	78	44	27	213	43	57	21	18	216	41	59	26
DoDDS[2]	49	230	22	78	43	21	215	38	62	22	12	220	34	66	29

See notes at end of table. ▶

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Table 8.5 Average reading scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2003—Continued

	Asian/Pacific Islander					American Indian/Alaska Native				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	4	225	31	69	37	1	202	53	47	16
Alabama	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Alaska	8	207	50	50	18	28	184	70	30	9
Arizona	2	225	32	68	38	7	182	75	25	6
Arkansas	1	‡	‡	‡	‡	1	‡	‡	‡	‡
California	10	224	32	68	37	#	‡	‡	‡	‡
Colorado	3	225	31	69	33	1	‡	‡	‡	‡
Connecticut	3	231	26	74	44	#	‡	‡	‡	‡
Delaware	3	238	14	86	48	#	‡	‡	‡	‡
Florida	2	233	21	79	44	#	‡	‡	‡	‡
Georgia	2	233	23	77	43	#	‡	‡	‡	‡
Hawaii	67	205	50	50	18	#	‡	‡	‡	‡
Idaho	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Illinois	2	235	16	84	46	#	‡	‡	‡	‡
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Iowa	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Kansas	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	5	237	20	80	52	#	‡	‡	‡	‡
Massachusetts	4	229	26	74	40	#	‡	‡	‡	‡
Michigan	2	232	25	75	51	1	‡	‡	‡	‡
Minnesota	6	197	63	37	15	1	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	11	195	62	38	15
Nebraska	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Nevada	6	214	41	59	21	2	190	66	34	12
New Hampshire	1	‡	‡	‡	‡	#	‡	‡	‡	‡
New Jersey	7	235	21	79	47	#	‡	‡	‡	‡
New Mexico	2	‡	‡	‡	‡	13	182	75	25	6
New York	5	230	25	75	42	1	‡	‡	‡	‡
North Carolina	2	227	27	73	36	2	200	59	41	8
North Dakota	1	‡	‡	‡	‡	9	202	57	43	13
Ohio	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Oklahoma	1	‡	‡	‡	‡	18	206	48	52	18
Oregon	4	219	39	61	33	2	‡	‡	‡	‡
Pennsylvania	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Rhode Island	4	221	33	67	28	#	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡
South Dakota	1	‡	‡	‡	‡	12	197	60	40	11
Tennessee	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Texas	3	229	27	73	39	1	‡	‡	‡	‡
Utah	3	212	46	54	23	1	‡	‡	‡	‡
Vermont	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	4	235	21	79	50	1	‡	‡	‡	‡
Washington	8	218	36	64	29	3	208	43	57	21
West Virginia	#	‡	‡	‡	‡	1	‡	‡	‡	‡
Wisconsin	3	213	46	54	27	2	211	42	58	25
Wyoming	1	‡	‡	‡	‡	4	189	70	30	10
Other jurisdictions										
District of Columbia	1	‡	‡	‡	‡	#	‡	‡	‡	‡
DDESS[1]	3	‡	‡	‡	‡	1	‡	‡	‡	‡
DoDDS[2]	10	223	30	70	31	1	‡	‡	‡	‡

#The estimate rounds to zero.

‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2]Department of Defense Dependents Schools (Overseas).

NOTE: Results are not shown for students whose race based on school records were "other" or, if school data were missing, who self reported their race as "multiracial" but not "Hispanic," or did not self report racial/ethnic information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table 8.6 Average reading scale scores and achievement level results, by race/ethnicity, grade 8 public schools: By state, 2003

	White					Black					Hispanic				
			Percentage of students					Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	61	270	18	82	39	17	244	47	53	12	15	244	46	54	14
Alabama	63	262	25	75	30	35	237	54	46	9	1	‡	‡	‡	‡
Alaska	58	268	21	79	36	4	249	40	60	13	4	246	44	56	17
Arizona	51	268	20	80	36	5	245	48	52	16	36	240	49	51	12
Arkansas	73	266	21	79	33	22	232	58	42	6	3	257	32	68	25
California	35	265	24	76	34	9	239	52	48	12	41	237	54	46	11
Colorado	70	275	15	85	43	6	249	40	60	16	20	247	43	57	14
Connecticut	71	275	16	84	45	14	244	46	54	12	11	244	45	55	14
Delaware	63	273	15	85	40	27	248	40	60	13	6	246	40	60	13
Florida	51	268	21	79	37	27	239	52	48	11	19	251	38	62	19
Georgia	54	268	19	81	36	39	244	46	54	12	4	245	45	55	16
Hawaii	15	259	31	69	31	2	‡	‡	‡	‡	2	249	41	59	28
Idaho	87	267	21	79	35	#	‡	‡	‡	‡	10	242	47	53	12
Illinois	63	276	13	87	45	20	247	44	56	13	14	250	39	61	16
Indiana	82	269	19	81	36	12	244	46	54	13	3	247	43	57	16
Iowa	91	269	18	82	38	3	245	44	56	10	4	244	46	54	13
Kansas	80	271	18	82	40	9	243	47	53	10	7	245	45	55	17
Kentucky	87	269	19	81	36	10	245	46	54	14	1	‡	‡	‡	‡
Louisiana	49	267	20	80	33	46	238	54	46	9	2	‡	‡	‡	‡
Maine	96	269	21	79	37	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	58	271	20	80	40	32	245	45	55	13	6	251	39	61	20
Massachusetts	78	278	14	86	49	8	252	38	62	18	9	246	44	56	14
Michigan	70	272	16	84	39	24	242	51	49	12	3	257	33	67	27
Minnesota	83	273	17	83	42	6	243	49	51	12	3	240	54	46	16
Mississippi	49	267	20	80	32	49	243	50	50	9	1	‡	‡	‡	‡
Missouri	82	272	15	85	39	15	243	48	52	10	1	‡	‡	‡	‡
Montana	87	273	15	85	40	#	‡	‡	‡	‡	2	‡	‡	‡	‡
Nebraska	84	271	18	82	39	5	239	53	47	10	7	241	51	49	11
Nevada	56	262	25	75	29	11	233	57	43	7	25	237	56	44	8
New Hampshire	94	272	18	82	41	2	‡	‡	‡	‡	2	‡	‡	‡	‡
New Jersey	60	277	12	88	46	20	248	42	58	15	14	248	39	61	17
New Mexico	34	268	20	80	35	3	246	45	55	14	52	243	47	53	12
New York	55	277	13	87	48	21	246	45	55	14	17	250	39	61	18
North Carolina	60	271	17	83	38	31	247	44	56	13	4	244	48	52	15
North Dakota	90	272	16	84	40	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Ohio	78	271	18	82	39	18	249	40	60	13	2	268	19	81	37
Oklahoma	64	267	20	80	34	9	240	49	51	13	6	250	38	62	17
Oregon	80	267	23	77	36	3	251	39	61	18	9	249	40	60	18
Pennsylvania	80	268	19	81	36	15	243	48	52	11	3	257	36	64	24
Rhode Island	75	267	22	78	36	8	241	50	50	15	13	238	54	46	8
South Carolina	54	269	18	82	35	43	244	47	53	10	2	‡	‡	‡	‡
South Dakota	88	273	15	85	41	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Tennessee	73	265	24	76	32	24	239	53	47	9	2	‡	‡	‡	‡
Texas	44	272	16	84	39	15	247	44	56	14	37	247	41	59	14
Utah	86	268	20	80	35	1	‡	‡	‡	‡	9	241	49	51	13
Vermont	96	271	18	82	39	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	65	275	15	85	44	27	250	38	62	15	4	266	22	78	31
Washington	74	268	20	80	36	6	251	40	60	19	9	246	45	55	16
West Virginia	94	260	28	72	25	5	248	40	60	13	#	‡	‡	‡	‡
Wisconsin	84	271	17	83	41	9	234	60	40	8	3	244	49	51	17
Wyoming	88	269	18	82	36	2	‡	‡	‡	‡	6	255	34	66	20
Other jurisdictions															
District of Columbia	3	‡	‡	‡	‡	88	236	55	45	8	8	240	49	51	11
DDESS[1]	40	280	11	89	50	25	255	30	70	19	23	268	21	79	38
DoDDS[2]	51	277	10	90	46	19	260	25	75	22	10	269	19	81	35

See notes at end of table. ▶

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Table B.6 Average reading scale scores and achievement-level results, by race/ethnicity, grade 8 public schools: By state, 2003—Continued

	Asian/Pacific Islander					American Indian/Alaska Native				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	4	268	22	78	38	1	248	41	59	18
Alabama	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Alaska	6	253	36	64	23	26	235	56	44	11
Arizona	2	‡	‡	‡	‡	6	238	55	45	8
Arkansas	1	‡	‡	‡	‡	1	‡	‡	‡	‡
California	13	266	24	76	37	1	‡	‡	‡	‡
Colorado	4	275	16	84	47	1	‡	‡	‡	‡
Connecticut	3	282	12	88	54	#	‡	‡	‡	‡
Delaware	3	281	13	87	52	#	‡	‡	‡	‡
Florida	2	‡	‡	‡	‡	#	‡	‡	‡	‡
Georgia	2	265	30	70	39	#	‡	‡	‡	‡
Hawaii	70	249	41	59	19	#	‡	‡	‡	‡
Idaho	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Illinois	3	281	13	87	53	#	‡	‡	‡	‡
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Iowa	2	‡	‡	‡	‡	#	‡	‡	‡	‡
Kansas	3	266	25	75	35	1	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Maryland	4	282	13	87	55	#	‡	‡	‡	‡
Massachusetts	4	281	13	87	52	#	‡	‡	‡	‡
Michigan	2	‡	‡	‡	‡	2	‡	‡	‡	‡
Minnesota	5	257	36	64	26	2	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	10	247	40	60	13
Nebraska	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Nevada	6	260	25	75	25	2	‡	‡	‡	‡
New Hampshire	1	‡	‡	‡	‡	#	‡	‡	‡	‡
New Jersey	6	289	8	92	62	#	‡	‡	‡	‡
New Mexico	1	‡	‡	‡	‡	9	242	48	52	11
New York	7	270	23	77	42	1	‡	‡	‡	‡
North Carolina	2	267	24	76	30	2	242	48	52	10
North Dakota	1	‡	‡	‡	‡	7	244	51	49	12
Ohio	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Oklahoma	2	‡	‡	‡	‡	16	257	31	69	26
Oregon	4	265	28	72	34	2	‡	‡	‡	‡
Pennsylvania	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Rhode Island	3	252	42	58	23	#	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡
South Dakota	1	‡	‡	‡	‡	9	246	46	54	15
Tennessee	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Texas	3	272	14	86	37	#	‡	‡	‡	‡
Utah	2	262	26	74	28	2	‡	‡	‡	‡
Vermont	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	3	274	12	88	40	#	‡	‡	‡	‡
Washington	8	270	21	79	39	3	247	38	62	18
West Virginia	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Wisconsin	3	253	39	61	24	1	‡	‡	‡	‡
Wyoming	1	‡	‡	‡	‡	3	242	52	48	8
Other jurisdictions										
District of Columbia	1	‡	‡	‡	‡	#	‡	‡	‡	‡
DDESS[1]	7	‡	‡	‡	‡	#	‡	‡	‡	‡
DoDDS[2]	10	272	14	86	38	1	‡	‡	‡	‡

#The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
NOTE: Results are not shown for students whose race based on school records were "other" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B-7 Average reading scale scores and achievement-level results, by eligibility for free/reduced-price school lunch, grade 4, public schools: By state, 2003

	Eligible					Not eligible				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	44	201	56	44	15	52	229	25	75	41
Alabama	54	193	63	37	11	45	224	29	71	36
Alaska	34	192	63	37	13	59	224	30	70	36
Arizona	47	194	63	37	11	43	225	28	72	36
Arkansas	53	204	51	49	20	43	227	26	74	39
California	50	191	67	33	10	46	222	33	67	34
Colorado	30	207	49	51	19	69	231	22	78	45
Connecticut	30	205	50	50	18	67	238	16	84	53
Delaware	38	212	44	56	18	54	231	20	80	41
Florida	48	205	51	49	18	50	231	23	77	45
Georgia	47	200	57	43	13	46	227	26	74	39
Hawaii	48	197	59	41	13	51	219	35	65	29
Idaho	42	207	48	52	20	52	226	27	73	38
Illinois	42	197	59	41	14	54	232	22	78	45
Indiana	35	205	51	49	18	63	229	25	75	40
Iowa	32	209	47	53	19	67	230	22	78	42
Kansas	41	206	49	51	18	58	230	23	77	42
Kentucky	50	209	47	53	21	47	229	24	76	41
Louisiana	63	195	62	38	12	33	224	30	70	36
Maine	33	213	43	57	24	65	230	23	77	42
Maryland	34	199	60	40	13	61	230	26	74	43
Massachusetts	29	210	47	53	20	62	236	17	83	51
Michigan	36	201	57	43	16	63	229	24	76	41
Minnesota	29	203	52	48	19	71	231	23	77	44
Mississippi	66	197	62	38	11	28	226	28	72	36
Missouri	39	208	48	52	19	56	232	22	78	44
Montana	36	208	47	53	20	58	232	20	80	44
Nebraska	34	207	48	52	19	59	229	25	75	40
Nevada	41	192	65	35	10	54	218	36	64	28
New Hampshire	17	206	49	51	18	73	233	20	80	45
New Jersey	30	203	54	46	15	62	234	20	80	48
New Mexico	67	195	62	38	13	26	221	33	67	32
New York	52	208	49	51	18	45	238	15	85	51
North Carolina	42	206	52	48	16	52	233	22	78	45
North Dakota	33	210	45	55	19	66	227	25	75	38
Ohio	35	206	49	51	19	57	231	21	79	43
Oklahoma	55	204	51	49	17	42	227	25	75	38
Oregon	35	205	50	50	18	63	224	30	70	37
Pennsylvania	38	198	58	42	14	60	231	21	79	44
Rhode Island	39	200	56	44	14	54	229	24	76	41
South Carolina	52	202	55	45	14	47	228	24	76	39
South Dakota	37	210	45	55	21	62	230	22	78	41
Tennessee	41	198	58	42	15	54	222	32	68	34
Texas	54	205	52	48	16	43	226	28	72	39
Utah	33	206	49	51	20	66	226	26	74	38
Vermont	29	214	41	59	22	69	231	21	79	43
Virginia	31	205	53	47	16	67	232	21	79	44
Washington	38	208	47	53	20	51	230	23	77	42
West Virginia	54	212	43	57	21	45	228	25	75	38
Wisconsin	29	205	50	50	18	67	228	25	75	39
Wyoming	34	212	44	56	23	64	228	24	76	40
Other jurisdictions										
District of Columbia	70	182	75	25	6	25	206	52	48	24
DDESS[1]	37	217	36	64	26	54	227	29	71	40
DoDDS[2]	—	—	—	—	—	—	—	—	—	—

— Not available.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
NOTE: Results are not shown for students whose eligibility status was not available.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.8 Average reading scale scores and achievement-level results, by eligibility for free/reduced-price school lunch: Grade 8 public schools: By state, 2003

	Eligible					Not eligible				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	36	246	44	56	15	58	271	18	82	39
Alabama	48	241	48	52	11	52	265	23	77	33
Alaska	25	239	51	49	12	65	263	27	73	32
Arizona	38	241	49	51	12	50	265	23	77	34
Arkansas	46	250	39	61	19	49	267	20	80	34
California	42	237	53	47	12	46	264	25	75	33
Colorado	26	250	40	60	17	72	274	16	84	43
Connecticut	25	245	44	56	15	71	275	17	83	45
Delaware	33	250	39	61	16	58	271	15	85	38
Florida	46	245	45	55	15	49	267	22	78	35
Georgia	41	243	46	54	12	54	269	18	82	37
Hawaii	42	240	51	49	12	57	259	30	70	28
Idaho	34	254	34	66	22	57	270	18	82	38
Illinois	34	249	41	59	15	62	276	13	87	46
Indiana	29	248	41	59	16	68	272	16	84	40
Iowa	25	252	37	63	18	72	273	15	85	41
Kansas	33	253	36	64	22	65	273	16	84	42
Kentucky	42	257	31	69	23	56	273	15	85	41
Louisiana	50	245	46	54	14	38	266	23	77	33
Maine	28	258	31	69	25	72	273	17	83	42
Maryland	26	242	49	51	13	67	268	22	78	36
Massachusetts	23	251	39	61	19	64	280	12	88	51
Michigan	28	247	43	57	15	63	272	16	84	40
Minnesota	22	248	44	56	17	77	274	15	85	43
Mississippi	56	246	44	56	12	41	266	22	78	32
Missouri	30	255	34	66	21	67	273	15	85	40
Montana	29	258	30	70	25	66	275	13	87	42
Nebraska	30	253	37	63	21	66	273	16	84	41
Nevada	33	242	50	50	13	63	258	30	70	25
New Hampshire	14	255	34	66	22	79	273	17	83	43
New Jersey	24	246	44	56	15	67	275	14	86	45
New Mexico	50	241	49	51	10	42	262	26	74	28
New York	43	249	41	59	18	51	278	12	88	48
North Carolina	37	247	44	56	13	52	270	18	82	37
North Dakota	26	259	29	71	27	73	273	15	85	42
Ohio	23	251	40	60	18	65	273	15	85	40
Oklahoma	44	251	36	64	19	54	271	17	83	38
Oregon	27	254	34	66	22	67	268	22	78	37
Pennsylvania	28	247	42	58	15	70	271	17	83	39
Rhode Island	28	245	45	55	15	65	270	19	81	38
South Carolina	47	247	42	58	13	51	268	20	80	34
South Dakota	32	261	28	72	30	67	274	14	86	43
Tennessee	36	245	45	55	13	61	265	23	77	32
Texas	44	246	43	57	12	54	269	19	81	37
Utah	26	251	38	62	19	70	269	18	82	37
Vermont	25	255	33	67	19	74	276	14	86	45
Virginia	26	252	38	62	17	70	274	15	85	43
Washington	28	248	42	58	18	58	271	17	83	39
West Virginia	48	252	37	63	17	51	267	19	81	32
Wisconsin	21	244	47	53	17	68	272	17	83	42
Wyoming	27	255	33	67	21	72	272	16	84	39
Other jurisdictions										
District of Columbia	57	232	61	39	6	30	248	44	56	17
DDESS[1]	26	262	23	77	26	56	270	18	82	40
DoDDS[2]	–	–	–	–	–	–	–	–	–	–

– Not available.

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2]Department of Defense Dependents Schools (Overseas).

NOTE: Results are not shown for students whose eligibility status was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.9 Average reading scale scores and achievement-level results, by student-reported parents' highest level of education, grade 8 public schools: By state, 2003

	Less than high school					Graduated high school				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	7	245	45	55	13	18	253	35	65	19
Alabama	9	238	50	50	9	25	246	42	58	14
Alaska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Arizona	10	238	51	49	10	17	248	41	59	14
Arkansas	7	247	38	62	14	23	250	37	63	18
California	12	237	54	46	10	14	245	44	56	14
Colorado	5	248	41	59	15	14	257	30	70	20
Connecticut	4	244	48	52	19	15	254	34	66	21
Delaware	4	246	42	58	12	21	259	28	72	23
Florida	8	250	39	61	18	18	250	39	61	17
Georgia	7	248	41	59	14	20	248	41	59	14
Hawaii	4	237	56	44	11	20	244	47	53	13
Idaho	7	245	43	57	10	15	256	31	69	21
Illinois	6	247	43	57	12	17	256	32	68	21
Indiana	7	252	36	64	17	24	256	30	70	21
Iowa	4	244	47	53	11	19	260	26	74	24
Kansas	6	247	42	58	17	16	255	34	66	23
Kentucky	9	252	35	65	18	24	261	26	74	26
Louisiana	7	247	42	58	14	24	251	37	63	18
Maine	4	240	48	52	10	19	260	28	72	25
Maryland	4	244	46	54	14	18	252	39	61	20
Massachusetts	5	249	39	61	16	16	260	27	73	25
Michigan	5	245	45	55	15	19	257	32	68	21
Minnesota	4	247	42	58	14	13	255	34	66	24
Mississippi	8	246	44	56	12	21	249	41	59	14
Missouri	6	254	33	67	20	20	261	25	75	26
Montana	5	252	35	65	16	17	262	24	76	26
Nebraska	4	243	49	51	10	16	255	33	67	21
Nevada	11	239	52	48	8	18	249	40	60	17
New Hampshire	5	253	37	63	18	16	261	26	74	26
New Jersey	4	246	46	54	16	15	258	29	71	25
New Mexico	10	239	51	49	8	20	243	48	52	11
New York	6	247	43	57	17	15	258	29	71	23
North Carolina	7	245	45	55	12	18	251	39	61	17
North Dakota	3	250	42	58	24	15	260	25	75	25
Ohio	4	244	43	57	12	24	258	31	69	24
Oklahoma	8	252	38	62	16	19	252	34	66	18
Oregon	7	244	45	55	15	14	257	32	68	22
Pennsylvania	4	247	43	57	15	23	259	28	72	22
Rhode Island	6	240	51	49	12	14	253	35	65	21
South Carolina	6	251	38	62	16	22	248	40	60	13
South Dakota	4	250	39	61	14	16	264	24	76	30
Tennessee	7	243	49	51	13	24	251	39	61	18
Texas	12	247	41	59	11	18	251	38	62	16
Utah	3	238	52	48	7	13	249	40	60	17
Vermont	4	248	43	57	17	21	261	26	74	24
Virginia	6	252	37	63	17	19	257	31	69	20
Washington	7	248	42	58	17	15	257	31	69	25
West Virginia	9	250	39	61	14	26	254	32	68	18
Wisconsin	4	237	53	47	13	19	260	30	70	29
Wyoming	5	247	42	58	11	16	260	26	74	22
Other jurisdictions										
District of Columbia	7	233	61	39	5	23	233	62	38	4
DDESS[1]	1	‡	‡	‡	‡	12	255	35	65	20
DoDDS[2]	1	‡	‡	‡	‡	11	264	21	79	27

See notes at end of table. ▶

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Table B.9 Average reading scale scores and achievement-level results, by student-reported parents' highest level of education, grade 8 public schools: By state, 2003—Continued

	Some education after high school					Graduated college				
			Percentage of students					Percentage of students		
	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*
Nation (public)	18	266	21	79	32	46	271	19	81	41
Alabama	18	263	24	76	29	41	262	28	72	30
Alaska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Arizona	17	264	22	78	32	40	268	22	78	37
Arkansas	20	266	22	78	34	39	267	22	78	36
California	17	257	32	68	24	39	265	25	75	35
Colorado	17	272	16	84	38	53	277	14	86	47
Connecticut	16	268	20	80	34	55	276	16	84	48
Delaware	21	267	19	81	32	44	272	17	83	40
Florida	17	266	23	77	33	43	265	25	75	35
Georgia	18	265	21	79	31	46	265	24	76	34
Hawaii	19	256	33	67	23	41	261	29	71	30
Idaho	19	272	14	86	39	48	274	15	85	42
Illinois	19	270	17	83	37	48	276	15	85	46
Indiana	19	268	18	82	34	44	274	15	85	45
Iowa	17	269	18	82	37	53	275	13	87	45
Kansas	18	270	17	83	37	50	274	16	84	44
Kentucky	20	272	15	85	37	39	274	15	85	44
Louisiana	21	263	27	73	30	37	256	34	66	24
Maine	22	269	19	81	36	48	277	13	87	47
Maryland	18	268	21	79	35	51	268	24	76	38
Massachusetts	15	271	19	81	40	55	284	9	91	57
Michigan	20	268	19	81	33	47	271	19	81	42
Minnesota	18	272	15	85	40	57	275	15	85	45
Mississippi	17	261	28	72	27	46	259	31	69	26
Missouri	22	272	15	85	39	44	273	16	84	41
Montana	19	274	13	87	42	52	275	14	86	44
Nebraska	18	268	20	80	35	53	274	15	85	44
Nevada	20	259	28	72	25	37	261	27	73	29
New Hampshire	16	273	15	85	40	55	278	13	87	50
New Jersey	16	265	21	79	31	56	277	13	87	48
New Mexico	19	256	30	70	21	37	264	24	76	31
New York	15	271	17	83	38	52	274	18	82	45
North Carolina	19	265	23	77	29	46	271	19	81	39
North Dakota	16	271	17	83	41	58	276	13	87	45
Ohio	21	269	18	82	33	44	276	14	86	46
Oklahoma	20	270	16	84	37	45	269	19	81	38
Oregon	22	267	20	80	34	45	275	15	85	45
Pennsylvania	18	265	20	80	31	47	273	17	83	43
Rhode Island	18	265	22	78	32	47	271	19	81	40
South Carolina	20	265	22	78	29	44	264	25	75	31
South Dakota	17	272	12	88	38	54	276	13	87	47
Tennessee	20	263	24	76	28	41	267	23	77	35
Texas	16	265	22	78	31	41	270	19	81	38
Utah	18	262	24	76	28	56	273	15	85	42
Vermont	16	270	16	84	36	52	280	11	89	50
Virginia	17	271	15	85	37	50	276	15	85	47
Washington	19	271	15	85	37	49	272	18	82	41
West Virginia	21	264	23	77	29	37	267	21	79	33
Wisconsin	21	271	17	83	40	47	274	15	85	44
Wyoming	20	271	16	84	37	49	274	14	86	43
Other jurisdictions										
District of Columbia	18	248	41	59	14	38	245	47	53	16
DDESS[1]	26	275	13	87	41	53	272	16	84	43
DoDDS[2]	21	275	10	90	41	58	276	12	88	45

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2] Department of Defense Dependents Schools (Overseas).

NOTE: Results are not shown for students who reported that they didn't know their parents' highest level of education.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.10 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 4 public schools: By state, 2003

	Students with disabilities									
	Yes					No				
	Percentage of students					Percentage of students				
	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students excluded
Nation (public)	10	184	71	29	9	90	220	35	65	32	5
Alabama	10	158	87	13	3	90	212	43	57	24	2
Alaska	14	177	75	25	8	86	217	37	63	31	2
Arizona	7	177	77	23	6	93	211	44	56	25	5
Arkansas	9	164	81	19	5	91	218	37	63	30	5
California	8	176	78	22	5	92	208	48	52	23	3
Colorado	9	185	73	27	8	91	228	26	74	40	2
Connecticut	9	192	64	36	12	91	232	22	78	46	4
Delaware	7	205	52	48	16	93	225	27	73	34	10
Florida	14	184	72	28	10	86	223	32	68	35	3
Georgia	10	181	72	28	10	90	217	38	62	28	3
Hawaii	9	162	89	11	3	91	213	42	58	23	3
Idaho	10	175	81	19	4	90	223	30	70	33	3
Illinois	11	183	69	31	11	89	221	35	65	33	5
Indiana	10	188	67	33	10	90	224	30	70	35	4
Iowa	9	181	80	20	5	91	227	25	75	37	7
Kansas	11	185	71	29	8	89	224	29	71	36	2
Kentucky	6	190	67	33	11	94	221	34	66	32	8
Louisiana	15	172	81	19	6	85	211	46	54	22	6
Maine	12	195	63	37	10	88	228	25	75	39	7
Maryland	8	191	66	34	12	92	221	36	64	34	6
Massachusetts	15	200	59	41	13	85	233	21	79	45	3
Michigan	5	186	70	30	8	95	221	34	66	33	6
Minnesota	11	185	70	30	11	89	227	26	74	40	3
Mississippi	4	191	64	36	12	96	206	51	49	19	6
Missouri	10	196	61	39	15	90	225	29	71	36	7
Montana	10	188	69	31	6	90	226	27	73	38	5
Nebraska	14	190	69	31	10	86	225	28	72	36	4
Nevada	9	172	77	23	6	91	210	45	55	22	5
New Hampshire	14	194	66	34	9	86	233	19	81	45	3
New Jersey	10	196	62	38	13	90	228	26	74	41	3
New Mexico	15	181	72	28	13	85	207	49	51	20	4
New York	9	193	67	33	11	91	225	29	71	37	5
North Carolina	11	194	64	36	13	89	225	31	69	35	6
North Dakota	11	190	71	29	8	89	226	26	74	35	4
Ohio	7	174	80	20	5	93	226	28	72	36	6
Oklahoma	12	172	81	19	6	88	219	34	66	29	5
Oregon	11	188	69	31	10	89	221	33	67	33	7
Pennsylvania	11	179	76	24	7	89	224	30	70	36	3
Rhode Island	17	190	66	34	10	83	222	32	68	33	3
South Carolina	10	193	63	37	12	90	217	38	62	27	7
South Dakota	11	192	65	35	11	89	226	27	73	36	4
Tennessee	10	180	70	30	14	90	216	40	60	27	4
Texas	7	191	67	33	9	93	217	39	61	28	7
Utah	10	179	76	24	7	90	224	29	71	35	3
Vermont	11	203	56	44	13	89	229	23	77	40	6
Virginia	7	201	57	43	18	93	225	30	70	36	8
Washington	10	188	69	31	11	90	225	29	71	35	4
West Virginia	6	192	66	34	12	94	221	33	67	30	9
Wisconsin	10	181	77	23	7	90	225	27	73	35	4
Wyoming	13	184	75	25	6	87	228	25	75	38	2
Other jurisdictions											
District of Columbia	8	148	91	9	3	92	192	67	33	11	5
DDESS[1]	8	190	68	32	14	92	226	28	72	37	4
DoDDS[2]	7	189	69	31	13	93	227	25	75	37	1

See notes at end of table ▶

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Table B.10 Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 4 public schools: By state, 2003—Continued

	Limited-English-proficient students									
	Yes					No				
			Percentage of students					Percentage of students		
	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students excluded
Nation (public)	8	186	72	28	7	92	219	35	65	32	2
Alabama	1	‡	‡	‡	‡	99	207	47	53	22	#
Alaska	17	177	76	24	6	83	219	36	64	32	1
Arizona	18	177	81	19	4	82	216	38	62	28	4
Arkansas	3	201	55	45	15	97	214	40	60	29	1
California	30	184	75	25	6	70	215	40	60	28	4
Colorado	8	191	66	34	9	92	226	28	72	39	2
Connecticut	2	‡	‡	‡	‡	98	229	26	74	43	1
Delaware	2	‡	‡	‡	‡	98	225	28	72	33	1
Florida	9	198	57	43	15	91	220	35	65	33	3
Georgia	3	182	72	28	9	97	215	40	60	27	1
Hawaii	5	167	87	13	3	95	211	44	56	22	2
Idaho	6	190	71	29	8	94	220	33	67	32	1
Illinois	5	178	78	22	5	95	219	36	64	32	4
Indiana	2	‡	‡	‡	‡	98	221	33	67	33	#
Iowa	3	195	67	33	6	97	224	29	71	36	1
Kansas	2	191	67	33	7	98	221	33	67	33	1
Kentucky	#	‡	‡	‡	‡	100	219	36	64	31	1
Louisiana	2	‡	‡	‡	‡	98	205	51	49	20	1
Maine	1	‡	‡	‡	‡	99	224	30	70	36	1
Maryland	2	194	64	36	14	98	219	37	63	33	2
Massachusetts	4	193	68	32	7	96	229	25	75	42	2
Michigan	4	204	53	47	22	96	219	35	65	32	2
Minnesota	6	176	84	16	3	94	226	28	72	39	1
Mississippi	#	‡	‡	‡	‡	100	206	51	49	18	1
Missouri	1	‡	‡	‡	‡	99	222	32	68	34	1
Montana	4	177	81	19	4	96	225	29	71	36	1
Nebraska	3	183	77	23	4	97	222	32	68	33	2
Nevada	12	177	79	21	4	88	211	44	56	23	5
New Hampshire	2	201	55	45	12	98	228	25	75	41	1
New Jersey	2	186	80	20	5	98	226	29	71	39	2
New Mexico	26	182	75	25	8	74	211	45	55	23	5
New York	4	189	73	27	5	96	223	31	69	35	3
North Carolina	4	201	56	44	15	96	222	34	66	33	2
North Dakota	3	188	72	28	6	97	223	30	70	33	1
Ohio	1	174	74	26	14	99	222	31	69	34	1
Oklahoma	6	195	63	37	10	94	215	38	62	27	1
Oregon	10	187	72	28	8	90	221	33	67	33	4
Pennsylvania	2	‡	‡	‡	‡	98	219	35	65	33	1
Rhode Island	7	177	81	19	4	93	220	34	66	31	2
South Carolina	1	‡	‡	‡	‡	99	215	40	60	26	1
South Dakota	4	180	79	21	5	96	224	29	71	35	1
Tennessee	1	‡	‡	‡	‡	99	212	43	57	26	1
Texas	12	189	73	27	7	88	218	37	63	29	5
Utah	9	190	69	31	9	91	222	30	70	34	3
Vermont	2	‡	‡	‡	‡	98	226	26	74	37	1
Virginia	4	200	60	40	15	96	224	30	70	36	3
Washington	7	185	77	23	5	93	223	30	70	35	2
West Virginia	1	‡	‡	‡	‡	99	219	35	65	29	#
Wisconsin	4	199	62	38	10	96	222	31	69	34	2
Wyoming	4	190	68	32	10	96	224	30	70	35	#
Other jurisdictions											
District of Columbia	6	174	81	19	3	94	189	68	32	11	1
DDESS[1]	4	‡	‡	‡	‡	96	225	29	71	36	1
DoDDS[2]	7	203	58	42	12	93	226	26	74	37	1

#The estimate rounds to zero.

‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2]Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The results for students with disabilities and limited-English proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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Table B.11 Average reading scale scores and achievement level results, by students with and without disabilities and limited English proficiency: grade 8 public schools: By state, 2003

	Students with disabilities									
	Yes					No				
			Percentage of students					Percentage of students		
	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students excluded
Nation (public)	10	224	68	32	5	90	266	23	77	33	4
Alabama	11	206	82	18	2	89	259	30	70	25	2
Alaska	13	221	72	28	4	87	262	28	72	30	2
Arizona	8	214	80	20	3	92	259	30	70	27	5
Arkansas	10	214	75	25	3	90	263	24	76	30	4
California	9	208	80	20	3	91	255	34	66	25	3
Colorado	9	226	71	29	5	91	272	18	82	39	2
Connecticut	11	229	60	40	6	89	272	19	81	41	3
Delaware	8	224	71	29	4	92	268	19	81	33	8
Florida	14	223	71	29	4	86	263	26	74	30	4
Georgia	8	212	78	22	2	92	262	26	74	28	2
Hawaii	13	209	83	17	1	87	258	32	68	25	3
Idaho	10	223	73	27	2	90	269	18	82	36	3
Illinois	11	234	60	40	5	89	271	18	82	38	4
Indiana	11	225	69	31	3	89	270	18	82	36	3
Iowa	11	228	69	31	4	89	272	14	86	40	4
Kansas	11	232	61	39	8	89	270	18	82	38	3
Kentucky	6	229	63	37	7	94	269	19	81	35	7
Louisiana	9	219	72	28	7	91	257	32	68	23	5
Maine	12	238	57	43	10	88	273	15	85	41	5
Maryland	11	228	67	33	7	89	266	25	75	34	3
Massachusetts	14	239	56	44	11	86	278	13	87	48	3
Michigan	7	228	63	37	4	93	267	22	78	34	6
Minnesota	10	231	65	35	6	90	272	17	83	41	3
Mississippi	3	217	81	19	1	97	256	33	67	22	5
Missouri	9	237	57	43	7	91	270	17	83	37	8
Montana	10	239	54	46	6	90	273	14	86	41	5
Nebraska	12	231	64	36	5	88	271	17	83	39	4
Nevada	10	214	81	19	2	90	257	32	68	23	2
New Hampshire	16	238	56	44	8	84	277	12	88	46	3
New Jersey	14	231	63	37	5	86	274	15	85	42	2
New Mexico	16	223	69	31	8	84	257	32	68	22	5
New York	10	227	67	33	8	90	270	20	80	38	5
North Carolina	11	236	58	42	11	89	265	24	76	31	6
North Dakota	11	233	62	38	6	89	274	13	87	42	4
Ohio	7	225	68	32	4	93	270	18	82	36	5
Oklahoma	11	217	74	26	3	89	267	20	80	33	4
Oregon	11	233	62	38	7	89	268	21	79	36	4
Pennsylvania	13	227	69	31	4	87	270	17	83	36	2
Rhode Island	17	233	61	39	8	83	267	22	78	34	3
South Carolina	7	229	65	35	4	93	260	28	72	26	8
South Dakota	8	231	66	34	4	92	273	15	85	41	3
Tennessee	11	235	56	44	14	89	261	28	72	27	2
Texas	9	223	68	32	6	91	262	26	74	28	7
Utah	9	221	76	24	3	91	268	19	81	35	2
Vermont	14	245	45	55	11	86	275	15	85	43	4
Virginia	7	236	57	43	9	93	271	18	82	38	8
Washington	11	222	72	28	4	89	270	19	81	36	3
West Virginia	9	223	71	29	3	91	264	24	76	27	9
Wisconsin	10	226	70	30	4	90	271	18	82	40	5
Wyoming	12	235	61	39	4	88	271	16	84	38	2
Other jurisdictions											
District of Columbia	10	199	89	11	1	90	243	49	51	11	6
DDESS [1]	10	222	75	25	1	90	274	13	87	41	2
DoDDS [2]	6	236	61	39	4	94	275	11	89	42	1

See notes at end of table. ▶

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Table B-11. Average reading scale scores and achievement-level results, by students with and without disabilities and limited English proficiency, grade 8 public schools: By state, 2003—Continued

	Limited-English-proficient students									
	Yes					No				
			Percentage of students					Percentage of students		
	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students assessed	Average scale scores	Below *Basic*	At or above *Basic*	At or above *Proficient*	Weighted percentage of students excluded
Nation (public)	5	222	71	29	5	95	263	25	75	31	2
Alabama	1	‡	‡	‡	‡	99	253	35	65	22	1
Alaska	13	227	65	35	6	87	261	29	71	30	#
Arizona	14	219	74	26	3	86	261	27	73	29	4
Arkansas	1	‡	‡	‡	‡	99	258	29	71	27	1
California	20	221	73	27	4	80	258	30	70	27	2
Colorado	4	228	68	32	4	96	269	21	79	37	2
Connecticut	2	‡	‡	‡	‡	98	267	23	77	37	1
Delaware	2	‡	‡	‡	‡	98	265	22	78	31	1
Florida	6	225	66	34	6	94	259	30	70	28	2
Georgia	2	‡	‡	‡	‡	98	259	30	70	27	1
Hawaii	5	216	80	20	2	95	253	37	63	23	2
Idaho	5	236	55	45	7	95	266	22	78	33	1
Illinois	2	226	67	33	6	98	268	22	78	35	2
Indiana	2	‡	‡	‡	‡	98	265	23	77	33	1
Iowa	2	‡	‡	‡	‡	98	268	20	80	36	1
Kansas	2	‡	‡	‡	‡	98	267	22	78	36	1
Kentucky	1	‡	‡	‡	‡	99	266	22	78	34	#
Louisiana	1	‡	‡	‡	‡	99	254	36	64	22	#
Maine	1	‡	‡	‡	‡	99	269	20	80	37	#
Maryland	2	‡	‡	‡	‡	98	263	28	72	31	1
Massachusetts	2	222	76	24	2	98	274	17	83	44	2
Michigan	1	‡	‡	‡	‡	99	265	24	76	33	1
Minnesota	4	226	71	29	3	96	269	20	80	39	1
Mississippi	1	‡	‡	‡	‡	99	255	35	65	21	#
Missouri	1	‡	‡	‡	‡	99	268	20	80	35	1
Montana	2	‡	‡	‡	‡	98	270	17	83	38	#
Nebraska	2	‡	‡	‡	‡	98	267	22	78	36	2
Nevada	6	218	77	23	2	94	254	34	66	22	2
New Hampshire	1	‡	‡	‡	‡	99	271	18	82	41	#
New Jersey	2	‡	‡	‡	‡	98	269	21	79	37	1
New Mexico	15	228	65	35	4	85	256	33	67	22	5
New York	3	216	77	23	4	97	267	23	77	36	2
North Carolina	2	227	71	29	5	98	262	27	73	29	2
North Dakota	1	‡	‡	‡	‡	99	270	18	82	39	#
Ohio	1	‡	‡	‡	‡	99	267	22	78	34	#
Oklahoma	4	245	45	55	17	96	262	25	75	30	1
Oregon	5	232	60	40	7	95	266	24	76	34	3
Pennsylvania	2	‡	‡	‡	‡	98	265	23	77	32	#
Rhode Island	4	220	76	24	1	96	263	27	73	31	2
South Carolina	#	‡	‡	‡	‡	100	258	30	70	24	#
South Dakota	2	‡	‡	‡	‡	98	271	17	83	40	#
Tennessee	2	‡	‡	‡	‡	98	259	31	69	26	#
Texas	5	213	81	19	2	95	261	27	73	27	3
Utah	6	237	57	43	11	94	266	21	79	34	1
Vermont	1	‡	‡	‡	‡	99	271	19	81	39	#
Virginia	2	‡	‡	‡	‡	98	268	21	79	36	2
Washington	3	224	73	27	4	97	266	23	77	34	1
West Virginia	#	‡	‡	‡	‡	100	260	28	72	25	#
Wisconsin	2	‡	‡	‡	‡	98	268	22	78	37	1
Wyoming	3	234	63	37	2	97	268	20	80	35	#
Other jurisdictions											
District of Columbia	3	231	61	39	6	97	239	52	48	11	2
DDESS[1]	5	‡	‡	‡	‡	95	270	18	82	39	2
DoDDS[2]	3	240	51	49	7	97	274	13	87	41	1

#The estimate rounds to zero.
‡Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).
NOTE: Detail may not sum to totals because of rounding. The results for students with disabilities and limited English proficient students are based on students who were assessed and cannot be generalized to the total population of such students. The weighted percentages of students with and without disabilities and limited English proficiency are based on the total number of students assessed while the percentages excluded are based on the number of students sampled.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

Reading Highlights 2003

National Center for Education Statistics

More Information

Additional results and detailed information about the NAEP 2003 Reading Assessment can be found on the NAEP web site. Additional NAEP publications can be ordered from

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398
877–4ED–PUBS
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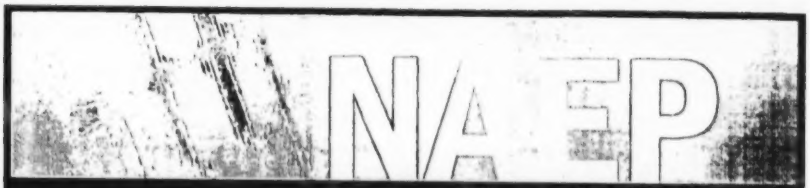
Additional information about the NAEP reading framework and achievement levels can be found on the National Assessment Governing Board web site at http://www.nagb.org.



on the Web

http://nces.ed.gov/nationsreportcard

The NAEP web site offers a wealth of assessment information, publications, and analysis tools, including

- access to free NAEP publications and assessment data
- national and state report cards on student achievement in core subject areas such as reading, mathematics, and science
- sample questions, student answers, and scoring guides
- interactive data analysis tool and student performance results from past NAEP assessments

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